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ABSTRACT

The purpose of the project described here was to devise and test a low-cost model for increasing undergraduate career information in the University of South Florida sociology department. The initial formulation of the model described information exchanges initiated by the sociology department with alumni, community organizations, and other departments within the university. The model was field tested by diverse techniques: structured interviews with alumni and department faculty; review of alumni records; focused interviews with employers, the Chamber of Commerce, and university specialists; and meetings and a survey to discover student perceptions and behavior. The model was subsequently expanded, validated, and further refined. Its final form is that of guidelines for faculty and administrators in assisting in providing career information to students. Recommendations include: (1) a time frame for career information activities; (2) new faculty roles, including information coordinator, alumni coordinator, coordinator of community development, and interdepartmental liaison; (3) faculty release time for related activities; (4) coordination of these activities with the college; and (5) university-wide planning to meet career information needs of liberal arts students. (Author/MSE)

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A Career Information Model Applicable to Undergraduate Sociology Majors

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A MAJOR APPLIED RESEARCH PROJECT
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THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

1978

HE 011 090

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Central Staff Committee Member

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Abstract of a Major Applied Research Project Presented to
Nova University in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

A CAREER INFORMATION MODEL APPLICABLE TO UNDERGRADUATE SOCIOLOGY MAJORS

By

Nancy Taylor

August, 1978

Historical forces have greatly increased the need for career information in higher education. Liberal arts students in particular face the job market with insecurity. Policy at the University of South Florida (USF) mandates the provision of counseling services relative to employability; however, as in many educational settings, the small staff of career counselors is not adequate to the needs of the student body. Faculty are becoming increasingly aware of their need for additional career information, but lack knowledge as to how to gather and disseminate information without increasing institutional costs.

The purpose of the project was to devise and test a model that may be used at very low cost for increasing undergraduate career information in the USF Sociology Department. The research questions included:

1. What would be a model of a realistic system of information flow relative to career development for sociology undergraduates according to field tests of a design based on the related experiences of others?

2. Would the model be considered a valid approach by potential users and career development professionals?

3. What is the feasibility of implementing all or part of the model in the USF Sociology Department during the calendar year following the model's development, and what recommendations could be made to the department or college for fully implementing the model?

4. How could the information system and other tools be used to study the impact of increasing career information on liberal arts programs such as sociology?

The initial formulation of the model described information exchanges initiated by the Sociology Department with: (1) alumni, (2) community organizations, and (3) other departments within the university. Field tests of these exchanges used diverse techniques. Structured interviews surveyed alumni and members of the sociology faculty. Review of alumni records allowed an assessment of work-education relationships. Focused interviews explored relationships with employers, Chamber of Commerce, and USF specialists. A meeting on "What can I do with a sociology major?" and questionnaires were used to learn of student perception and behavior.

The model was expanded through findings from the field tests, and validated and further refined through review by a panel of 12 prospective users and career counselors, including faculty, administrators and students. The completed design was presented as a practical guide entitled

"Increasing Undergraduate Career Information in Sociology: Guidelines for Faculty and Administrators," which included: (1) recommendations for activities in the USF Sociology Department which could be undertaken using existing resources, (2) recommendations for expanding career information resources, and (3) conclusions concerning need, and implications for the college and university.

Project findings included: (1) similarity of USF Sociology Department in career information needs to other liberal arts departments in the South; (2) increasing information exchanges with current students was most important to future increase of alumni information; (3) faculty desired career information activities even though limited by institutional policy; (4) means of increasing career information existed through more advantageous use of existing resources; (5) model was considered practical by potential USF users; (6) impact research can be developed concerning increased work-education exchanges between sociology and community.

Recommendations included: (1) a time frame for career information activities; (2) new faculty roles, including information coordinator, alumni coordinator, coordinator of community development, and inter-departmental liaison; (3) faculty release time for career information activities to be secured through open discussion and impact research; (4) coordination of career information activities with the college; and (5) university-wide planning to meet career information needs of liberal arts students.

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Chapter 1

INTRODUCTION

Historical forces have greatly increased the need for career information in postsecondary education. In a rapidly changing society students face the job market with uncertainty, and the community suffers from alternating over- and under-supply in various occupations.

Policy at the University of South Florida (USF) mandates counseling services for students and prospective students relative to employability (USF, 1976), a policy strongly supported on both national and state levels. However, implementation of this policy is limited. As in many educational settings, the small staff of university career advisors is not adequate for the needs of the student body, and although liberal arts faculties are increasingly aware of the need for more career-oriented information (Taylor, 1977), resources for gathering and disseminating such data are negligible at the departmental level.

In the USF Sociology Department a recent survey of graduates indicated what other liberal arts faculties have found, that their program could be improved by adding job preparation and employment information (Fleming, 1977). The problem lies in how to go about it.

The task is to increase the flow of career information to the USF Sociology Department without increasing institutional costs. For this purpose the present project devised a career information model specifically applicable to undergraduate sociology students, which can be used by faculty, staff, or administration at very low cost. The model has been field tested in the Sociology Department at USF, and submitted to a panel of users for critical evaluation prior to final revision, feasibility analysis, and dissemination.

Background and Significance

National and local factors provide background and significance for development of the project. Changes have occurred in the relationship between education and work in the United States, while responses to these changes are found to vary between federal and state education policies, and within local institutions. Related national issues are reviewed here briefly, along with state and local factors and career education models which have been helpful to the project.

Changes in Education and Work

What appears to be a national oversupply of college educated persons in the labor force has come about in the 1970s due to the larger percentage of the population enrolling in colleges and universities, and slow adjustments in educational preparation and job opportunities (Freeman, 1976). The observation that colleges are turning out more individuals than can be suitably employed is supported by the overcrowding of time-honored careers, and the slow movement toward new career opportunities. Changes in the occupational structure, which might take advantage of the increased numbers in higher education, have been even slower to occur (Rodriguez, 1978). It is no wonder that students increasingly demand relevance in their education, a fact that places liberal arts departments in a comparatively weakened position.

Response to Change

In some areas of the educational sector, response to these demographic changes has taken the form of what is sometimes called "the career education movement" (discussed below), particularly at the national and state levels. But at the local level, response has been sporatic, exemplified by the situation in the Sociology Department at USF.

National and state response. Within higher education there have been various ideas and programs aimed at relating changing conditions in education and the job market. Nationally, there has been federal encouragement for increase in meaningful relationships between education and work institutions (Wirtz, 1975). This federal policy has been articulated most clearly in the concept of career education which can be defined as ". . . all of those activities and experiences through which one learns about and prepares oneself for work" (Hoyt, "Refining the Career Education Concept," 1976, p. 4). Florida has been one of the many states which has taken steps to support the policy of the federal government, and to make it their own (Department of Education, 1973).

Across the nation there has been some resistance to work considerations in liberal arts areas (for example, Grubb & Lazarson, 1975), overshadowed by increasing efforts to bring education and work together in meaningful ways (for example, Stam, 1977). These developments will be discussed in the next chapter in detail.

Local response. No formal statement regarding career education can be found in the USF Bulletin or in the "Final Report of the Task Force on Missions and Goals" (USF, 1976). However, the Task Force did treat what it termed "The Occupational Relevancy Issue" in a position paper, stating that ". . . a strong counseling program is absolutely mandatory. Realistic evaluations of questions related to employability must be made clear to students and would-be students" (p. 10). The statement continues by saying that the Task Force ". . . has agreed that humanistic concerns and professional training are necessary components of a vital university. Suggestions that would make the liberal arts programs 'practical' would destroy this vital duality" (p. 10).

On the main campus of approximately 18,000 students, three professional counselors are available for career counseling as a part of their assigned duties. However, there is no university-wide plan for career information or career development services.

In the Sociology Department, the mixed sentiments of the Task Force and the limited attempts of the institution to provide career development services are met by realistic concerns of faculty, students, and alumni.

Departmental concern. A recent study by the Sociology Department at USF of its graduated majors gave several indications of the need for stronger ties between liberal arts course offerings, advising, and the world of work (Fleming, 1977). In a questionnaire survey bringing less than 20 percent response (N=41), better than half of the responding alumni indicated they would not major in sociology if they had it to do over. Of those that would have chosen another major, 70 percent said that it was because no jobs were available to them, and 10 percent gave other job-related reasons. The majors which were listed as preferred choices over sociology were all in vocational or professional areas. Only a small number (10 percent) had used university facilities to help find a job after graduation. About a third of the write-in suggestions concerned new courses that should be offered involving career planning and practical applications of sociology. Two-thirds of these alumni wanted more relevant, broader and more demanding course content in the major.

Student and faculty perceptions. In a separate study within the same department (Taylor, 1977), sociology students (N=174) and liberal arts faculty advisors (N=22) in social sciences were surveyed as to their perceptions and activities relating to student access to career information. Ninety percent of the students indicated that finding information about careers was important to them, and 68 percent expressed a need for more services relative to careers. Faculty were approached to answer career questions by 26 percent of the students sampled, compared to 21 percent of the students who approached professional counselors on campus, and 15 percent who found sources of information off campus. Liberal arts majors expressed greater interest in career information than professional majors.

About half the faculty in this survey (9 of 22) felt inadequate or uncomfortable in advising students about careers, but the majority felt it was an important function, and one that should be part of the faculty advisor's role. All the advisors surveyed said they were approached by students about career information. Half of these faculty could correctly name the Counseling Center or Cooperative Education and Placement (CEP) as sources of career counseling on campus.

Forty-five percent of the faculty advisors said they had books and materials which could be used for career advising, and 32 percent said they possessed personal knowledge that was helpful to that function, but twice as many said their resources were inadequate as said they were adequate. Of additional information which would be helpful to advisors, the most frequently listed were job surveys in business and government, and knowledge of careers of graduates.

A search of existing information was initiated as a means of approaching the needs expressed by the students, faculty and alumni in sociology at USF. Description of this material is found in full in the next chapter. A brief review of material concerning career education models will serve to illustrate the basis for the direction of the study.

Career Education Models

More on the topic of models will appear in Chapter 2. Here it may be noted that most career education models demonstrated in the 1970s have been of little help to postsecondary education, but a few, such as those developed by Toombs, Hoyt, and Ristau and his colleagues, are directly applicable to colleges and universities, and have helped direct this study. From them it was evident that: (1) in a college setting it may be most practical to approach career-related problems through the department, where faculty can be directly involved; and (2) increasing relevant career information is central to achieving an improved relationship between college classroom and community. The studies are described more fully below.

Ristau, et al.

A model and demonstration of career education application in three settings (university, college and vocational school) was completed during a graduate seminar in career education by Ristau, Leach, and Kraft (1975). The seven essential components of this model were:

(1) faculty-staff in-service training; (2) counseling and guidance; (3) an instructional program; (4) field experience in the world of work; (5) community involvement; (6) placement services; and (7) evaluation. The centrality of in-service training for faculty was stressed in the development of the model.

Toombs and Hoyt. Theoretical models have been suggested by Toombs (1976) and Hoyt (1976a) which support and complement the works of Ristau and his colleagues. Toombs suggests that the major contributions of the career education movement to higher education are to: (1) find saleable skills which are taught in higher education, and encourage competency in them, (2) include career development in counseling and advising, (3) extend work-study opportunities and placement services, especially to receive information from alumni, and (4) integrate programs related to career development within the institution (passim).

Hoyt conceptualizes a model career education program in higher education as consisting of an information center, provision for work experience or work-study for students, and the involvement of faculty through: (1) the examination of the educational goal of preparation for work, (2) exchanges with business, labor, and industry, and (3) increased cooperation between the various liberal arts and professional faculties (passim).

These and other sources discussed in the next chapter indicate the importance of faculty in improving education-work relationships, and in increased contacts with career development specialists, other university departments, alumni, and community institutions.

Conclusions

Changing trends in the job market for college graduates have produced a renewed interest in education and work relationships, one response to which has been the career education movement. Some of the work done through the career education impetus, and other work independently inspired, has suggested an approach to the need for increased career information found within the USF Sociology Department.

Although the Department is supported by specialists in career development and placement services, present funding does not make these services adequate to the needs of the student population. Also, students tend to seek out faculty for specialized information rather than career specialists. Faculty are dissatisfied with their own information resources, and somewhat frustrated in this aspect of their teaching-advising role, particularly because departmental funds are not currently available to increase career resources at the departmental level.

The approach to this problem as suggested by the literature and developed through this project, can be expressed through a model in which the department is the hub of activities which increase career information. Two-way contacts are proposed to increase information while incurring little expense through the use of existing facilities, with alumni, the community, and other concerned departments within USF. Establishing the validity of the model and the feasibility of its implementation follow as logical steps. The interesting question of the measurement of the impact of such activities can then be pursued. These steps are delineated in the research questions.

Research Questions

The questions approached by this project include:

1. What would be a model of a realistic system of information flow relative to career development for sociology undergraduates according to field tests of a design based on the related experiences of others?

2. Would the model be considered a valid approach by potential users and career development professionals?

3. What is the feasibility of implementing all or part of the model in the USF Sociology Department during the calendar year following the model's development, and what recommendations could be made to the department or college for fully implementing the model?

4. How could the information system and other tools be used to study the impact of increasing career information on liberal arts programs such as sociology?

Definition of Terms

To make clear the intention of the project as described by the research questions listed above, each of the major terms will be briefly discussed and defined as they are used in this paper.

The term model is used in the sense of Webster's definitions (New Collegiate Dictionary, 1974) "a pattern of something to be made" and "an example for imitation or emulation." The model, then, is a practical guide, rather than a theoretical construct.

Information will be defined as knowledge which can be used in decision-making, either to reinforce previous decisions, or to make different decisions than would have been made without it (Yavitz & Morse, 1973, p. 38). This more narrow definition, similar to Webster's "something which justifies change in a construct," is central to the conceptualization of the project. The broader concept of "knowledge obtained from investigation, study, or instruction" will be termed "data."

The term career will be used in the broad sense and as defined by Hoyt (1976b) as

> . . . the totality of work one does in his or her lifetime. Thus, the "careers" of most persons begin prior to entering kindergarten and continue well into the retirement years. One can change occupations, jobs, or positions, but one's "career" doesn't change. Rather it evolves and develops. (p. 4)

Education is broadly defined as "the totality of activities and experiences through which one learns" (p. 4) when used together with "career," but has been used as a shortened form of "institution of education" throughout the paper.

Career development professionals are those individuals who, through specialized training and occupational tasks, are involved in preparing their clients to make better decisions through which their careers evolve.

Feasibility is used in the generalized sense of "capable of being done or carried out" (Webster's New Collegiate Dictionary, 1974), and not in the specialized sense of scientific management in which cost analysis and time studies are required. Field tests refer to activities which are tried on a small scale in order to determine feasibility.

Issues in the Development of the Model

The major thrust of the study is found in the development of a practical guide (model) for increasing career information in the Sociology Department at USF (research question #1). Major issues considered in this step of the applied research project must be discussed in order to understand fully the nature of its development. These issues include: (1) cost, (2) centrality of the academic department, (3) information exchanges, (4) development of a paradigm, and (5) field testing.

Cost

Because the realistic situation in sociology includes limited financial resources, the proposed increase in information exchange cannot depend on an increased budget. The means of increasing services suggested by this model is through greater use of existing and previously funded resources. These resources include professional career development personnel, the physical resources and faculty of the department, the alumni organization and the alumni, the community, and that often overlooked resource, the student body.

Centrality of the Department

The academic department is both the physical and intellectual center of student and faculty life at USF. This is particularly true because it is a commuter university, at the outskirts of a large urban area, where many students have little involvement with campus life and organizations, and where student contacts with the institution are almost exclusively with professors and the classroom. Once a major has been chosen, many students feel a personal identification with their department. Even before the choice of a major, students seek out faculty for career related information, sometimes to a greater extent than professional career counselors (Taylor, 1977). From this point of view, the department is the logical center from which to develop an information system.

Indeed, the unique role of the faculty in career information at the college level compels serious consideration of placing the department at the center of the flow of information for liberal arts students. Specialization increasingly creates the need for those within a discipline to interpret if not create information relative to their specialty. In newly developing professional areas no one is better able to advise than those actively involved in the area.

Information Exchange

All too often information flows in only one direction, usually to the loss of all parties involved. The loss would be great if, for example, faculty did all the talking when in the company of businessmen. If faculty and employers get together, both groups need to ask hard questions of the other, as well as give information which is critically needed.

Two types of information need to be exchanged. The first is substantive information related to careers. The second type concerns the information process itself, and is often termed "feedback." For example, after faculty and employers have talked one needs to know what was gained by the meeting and if it should be a recurring event in the opinion of the participants. Feedback is a good means of maintaining the effectiveness of a program, and is critical to the prudent use of resources. The means of receiving both substantive and feedback information have been included in the development of the model.

A Paradigm

The paradigm in Figure 1 presents information exchange between Sociology Department, alumni, and segments of both community and university-at-large as initially envisioned from a review of current related literature. Each of these areas of exchange comprises a major component of the model which was reviewed and refined.

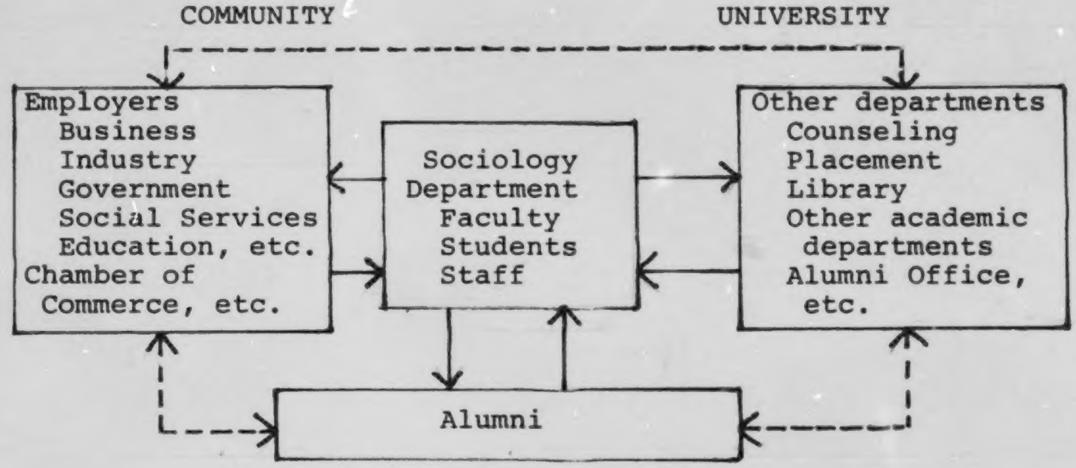
COMMUNITY
UNIVERSITY
Employers
Business
Industry
Government
Social Services
Education, etc.
Chamber of Commerce, etc.
Sociology Department
Faculty
Students
Staff
Other departments
Counseling
Placement
Library
Other academic departments
Alumni Office, etc.
Alumni

Figure 1. Career information model applicable to the Sociology Department at the University of South Florida.

Although an over-simplification of reality, the paradigm indicates avenues of communication which can be used to increase career information within the department (arrows with solid lines). Existing information exchanges which are outside the influence of the department and not considered in this project are indicated by broken lines.

Field Testing

In order to gain knowledge of the practical aspects of activities which were suggested by the literature for increasing career information, information exchanges were conducted on a small scale through the USF Sociology Department. While some career information was obtained through this field experience, the purpose of the field tests was basically to explore further the means of contact between the department and information sources.

Following field testing of activities involving information exchanges with each of the components of the model (alumni, community and other departments of USF), a written presentation of the model in the form of a practical guide was prepared for the consideration and review of a panel of judges, in preparation for final revisions and recommendations concerning implementation.

Validation and Recommendations

In order to effect the ultimate purpose of the project, to increase undergraduate career information, validation for the model was sought, and recommendations made for its implementation. These objectives were stated in research questions #2 and #3.

Validation of feasibility of utilization of the paradigm and its expressed guidelines was reasonably assured through review of a panel of users, including students, faculty, administrators, and career specialists, who commented both on substance and practicality. The model was then further refined, and used for comparison with existing information patterns to identify deficiencies and focus recommendations for the Sociology Department.

Limitations and Assumptions

Two limitations and four assumptions require discussion. The first limitation is related to time and money constraints, which in this project resulted in small numbers in the field tests. These field explorations were not meant to produce representative findings, but to explore the means of gathering data in the setting of the sociology department, as we have said. However, broader experience would have been preferred.

The second limitation which must be noted was the lack of information in the literature directly related to the relationship between sociology and work. Professional journals reflect the theoretical orientation of sociology. Here and there helpful material is beginning to appear, but it would seem that sociology has been one of the disciplines least inclined to put on record experience related to increasing career information, or to careers.

The first assumption made was, then, that the experiences of departments such as business, education, speech communication, psychology and English, may be applied to a sociology department.

A second basic assumption of this study is that increasing career information to sociology students will benefit not only the students and community, but the entire department, thus encouraging those faculty and administrators involved to continue to support the information system.

However, only after demonstration of the system and its impact can the reality of this assumption be assessed.

Some students may find that practical considerations once recognized indicate course or program changes away from sociology. However, as a third assumption, it is believed that most students who had doubts as to the relevancy of sociology will find that there are career opportunities through the major, especially as they combine it with other areas of interest.

One final assumption is that increasing career information, rather than career development services, is worthy of central focus as a means of serving departmental needs. It is possible that without in-service training for faculty, or career development counseling for students, the best information will not be wisely used. However, there is nothing in the literature or in the experience of the researcher to indicate that this is true. Rather, it is assumed that current career information, and experience in its gathering and dissemination, will stimulate other career development interests within the department, as well as provide a basis for better decisions for both faculty and students.

Impact

The model as developed presents the means for answering departmental questions concerning the impact of increasing career information (research question #4). Although impact studies *per se* were not a part of this project, planning for their future implementation at USF was included for the following reasons:

1. The fear is voiced occasionally that increased information will reveal that a liberal arts degree, while personally rewarding, is of little use to those for whom the *sine qua non* of a college degree is securing a better job. There is good evidence to the contrary; the facts need broader circulation, and new data collected. Impact studies would contribute greatly.

2. Research data are more effective than argument in convincing sociologists of the legitimacy of any position. However, in the literature there is a vast amount of discussion concerning the value of increasing career information and planning on the part of students and faculty in liberal arts, but little research support.

3. If liberal arts faculties enter into communication with the world of work through public and political pressures, the nature of resulting changes within the community, faculty and student body need to be examined. The findings would make educational planning more feasible and would help define the role of sociology in our society.

Suggestions for impact studies are found within the presentation of the model, and have been reviewed by the panel of users. Recommendations for their implementation at USF have also been made.

Chapter 2

REVIEW OF RELATED LITERATURE

Current literature concerning the uses of career oriented information in liberal arts fields, and its provision to students, will be systematically reviewed in this chapter. The order of the review is from general to specific topics related to the development of the career information model envisioned in the project, and to the study of its impact if implemented. First will be considered views on the place of career activities in the liberal arts, and the use of models in social change. Examples of models related to career information in higher education will be described. Finally, a review will cover the specific ideas and experiences of those working with career education components in postsecondary education.

Liberal Arts and Work

Closely related to institutional policy at the local level in higher education is the policy issue of the relationship between theory and application in liberal arts, and the fear of "vocationalism" creeping into liberal arts programs. The resolution of this issue is important to career development programs for college students. The general arguments on both sides, and the position of the federal and state governments on the issue provide the context for this project.

Keeping Liberal Arts Unsullied

Heil (1974) expresses one extreme in the range of views in cautioning liberal arts faculties not to allow practical or vocationally oriented courses to creep into the curriculum. Heil fears that the trend toward more utilitarian programs in liberal arts institutions is motivated by the need to fill classrooms, and will take money away from traditional programs. Grubb and Lazerson (1975) are of a similar intent, expressing fear that career education is a repeat of vocationalism which will maintain the status quo while failing to meet the burning issues of our time.

Adams (1975) agrees that if liberal arts narrow their perspective in response to vocational pressures educational programs will be greatly weakened. However, he concludes that if the vocational concept is broadened, liberal arts become basic to it, giving purpose and direction to human enterprise. Adams cautions that career-oriented education must not be tied to vested interests or narrow experience if it is to be a liberating experience. Students need to know why as well as how, and develop the useful skills which stem from scholarly activity: clarity of communication, a sense of perspective, and self-understanding.

Not Either/Or

In projecting a deepening and healthy relationship between the practical and the theoretical in education, the ideas of Adams as reviewed above exemplify the majority of opinion found in current literature. For example, McGrath

(1974), stresses the need for liberal arts to fuse careers, values, and general education, and reminds us that higher education in the United States was committed to this relationship in the past. In 1867, the sociologist John Stuart Mills delivered an inaugural address at St. Andrew's University using the theme of the relationship between vocational preparation and general education in the liberal arts setting (p. 283). Still earlier, our first universities were established for the purpose of training the ministry and other professions.

It is suggested by Bailey (1973, pp. 258-59) that the contributions of undergraduate programs to career areas are, first, to educate the whole person, and second, to expand liberal arts into non-academic areas for public enrichment. In a more recent writing (1977), Bailey stresses the relationship between education and life, which, while including an occupation, is more than a job. He suggests that working out this relationship, which he terms the "existential implications of college and university curricula" (p. 137), is one of the three educational issues which will determine the future of American higher education.

Federal Involvement

The federal government has taken a very positive stand regarding a need for increasing practical relationships in education, as they responded to pressures within the population. In 1970, the National Manpower Institute was established, strongly affirming federal policy relative to strengthening ties between education and work, and "to provide career advising within context of the realities of the longer-term labor market . . ." (Wirtz, 1975, p. xi). In June of 1971, the U.S. Commissioner of Education challenged the chief state school officers with the concept of career education, and asked for their commitment of time and money to test career education models (Marland, 1974).

Demographic factors. Many factors had led to the federal interest in relating education and work. Of prime importance was shrinking natural resources relative to the size of the population, requiring more effective use of our non-shrinking resource, the population itself (Wirtz, 1975). Related conditions were several: increased number of youth seeking employment; the increased percentage of these youth who became part of the unemployed; the tendency of these youth to be employed in unskilled jobs; the increased mismatching of specialized education and available jobs; and the oversupply of college educated persons.

The details of these economic and demographic factors were clearly delineated by the Carnegie Commission in College Graduates and Jobs, published in 1973. In a country which has traditionally given opportunity through education, indication of weakness in the system are naturally criticized, especially as they reflect inadequacies in serving the needs of youth and minorities.

Career education defined. Career education as introduced by former U.S. Commissioner of Education Marland is defined as activities at all levels of education which increase students' chances to discover their unique and personal destinies in society (Goldhammer & Taylor, 1972). The intention of Marland, the developer of the concept, was to keep the general definition broad enough to encompass many types of activities to meet various societal needs, while encouraging specific, working definitions to emerge in individual educational situations. Thus, for example, while vocational education easily falls within the definition of career education used above, it need not be a part of the working definitions developed in other settings. The range of career education concerns can be illustrated by the elements contained in one working definition, Ohio State's Comprehensive Career Education Matrix: career awareness, self-awareness, appreciations, attitudes, decision-making skills, economic awareness, skill awareness, and beginning competence (Marland, 1974, pp. 100-02).

Despite the attempts to keep the concept of career education flexible, some proponents have included in their definitions various educational theories, learning theories, or the suggestion of the necessity of adopting an institution-wide program in order to implement the concept (National Advisory Council on Career Education, 1977, pp. 60-61).

Career education and higher education. Although most of the applications of career education have been in public schools, the objective of the career education movement has been to reach into all educational sectors. The importance of higher education in the federal policy is indicated by President Ford's commencement address at Ohio State University, in which he said:

> I will do everything in my power to bring education and employers together in a new climate of credibility--an atmosphere in which universities turn out scholars and employers turn them on. . . . I have asked the Secretaries of Commerce, Labor, and HEW to report to me new ways to bring the worlds of work and the institution of education closer together (Wirtz, 1975, p. xi).

Funding. The major source of federal funding for projects falling under the career education mantle is the U.S. Office of Education. In 1977, a total of $3,875,000 was available for projects demonstrating effective programs in all educational settings which served the general population, including the handicapped, minorities, low income youth, and the gifted and talented (Department of Health, Education and Welfare, 1976). While this may seem in total to be good funding support for career education projects, when spread over the nation and into all areas of education it becomes very thin.

State Policy

Florida has formally stated its policy supporting career education in a position paper by the Department of Education

(1973, p. 5), defining the state goal in these words:

> Career education shall provide the experience necessary for each learner to acquire the knowledge, skills, and attitudes to make career development decisions. . . . The career development decisions shall maximize the learner's self-realization, social effectiveness, economic productivity, and moral responsibility.

The paper continues with the suggestion that the goal requires "the redesign of present educational programs and practices" (p. 4).

In support of this policy, Florida has a program entitled Career Education (listed as "transitional" in The Florida Handbook, 1977). A coordinator of Career Education is also maintained in the Office of Vocational Research and Evaluation.

Summary

General support for prudent involvement of work-related concerns in all educational activities, including those within the liberal arts, is found at the national and state levels. The movement to articulate this need through the career education concept has been seen to emerge in the 1970s, particularly in applications within the public schools. Interest in the involvement of higher education in the career education concept has been evident, but slower to develop. The probable reasons for this slow response will be discussed later.

Next we will consider models applicable to higher education which have come out of the career education movement, along with other suggestions for comprehensive approaches to integrating education and community through career information.

Models

Several models have been suggested in the literature as practical guides for improving education-community interface relative to career information for college students. Before reviewing several examples, including those which have resulted from the career education movement, let us consider the nature of applied social science models in general.

Applied Social Science Models

Two recent discussions of social science models are particularly relevant to this project. For one, van de Vall (1975) found in analyzing applied social science projects that those concerned with internal problems and those handled by internal researchers had greater impact on policy-making. He found further that diagnostic uses of the social sciences results in both increased awareness of the problem, and increased knowledge of the problem's sources, whereas design entailed realistic concern over existent goals and means of achieving goals. Development succeeds only if means of change can come into line with the goals of individuals who must change (pp. 17-20).

In another relevant discussion of models, Frank and Smith (1976) point to the need for practical and political considerations along with social science inputs relative to policy formulation. Imperfect input models include "post hoc" designs which measure the result of policy, "limited," designs which assess need, and "inclusive" designs, which focus on overcoming factors that restrict functioning (pp. 104-10). Demand is omitted from these models, and the consideration of the result of interaction between research and policy. Demand may be considered as a function of:

> (1) the availability of a commonly understood language by which the demand can be communicated, (2) a perceived access to analytic resources over which the demanding unit or actor has control, and (3) the existence of a felt need for information. (p. 110)

Further, these authors feel that ". . . at this point in time, substantial improvements in our knowledge could be obtained by concentrating on the construction and testing of behavioral models in contrast to the prescriptive ones emphasized in the past" (Frank & Smith, 1976, p. 117), and that too long have the social sciences avoided the study of their own interactive processes.

The career information model which is developed in this project represents an attempt by an internal researcher to deal with an internal problem, and in the process to take into consideration practical issues and varying interests and demands. The impact studies which have been proposed as a part of the model devised by this project provide the opportunity for sociology to attempt research on the effect of its own interactions.

Let us now turn to model systems which are related to career information. First will be reviewed a model system of labor market information, followed by several models coming from the career education movement, and one which uses the concept of "professions" to focus undergraduate education.

The Labor Market as an Information System

Career information for liberal arts students can be viewed as one part of a vast system of labor market information. The need for informal qualitative and "disaggregated" information within this system as discussed by Yavitz and Morse, has significantly influenced the development of the information model for the USF Sociology Department.

Labor market defined. In developing a model system of labor market information, the Conservation of Human Resources Project at Columbia University and the U.S. Department of Labor have defined the labor market as ". . . the entire set of interlinked institutions and processes that determine the flows of job opportunities and manpower in both the short and long run" (Yavitz and Morse, 1973, p. 5). The purposes of developing a labor information model were to meet the needs of public and private users, and to aid in planning and in effecting control.

Informal systems. It is particularly interesting to note the emphasis on informal information systems which

Yavitz and Morse stressed in developing the labor market information model. In their words, ". . . it is essential that the designers of an information system that is going to be superimposed on an existing system . . . understand thoroughly the content and form of the underlying informal information system and take them into account in setting up the formal system" (p. 17). By the informal system is meant those unplanned, uncharted communications which are a part of every human endeavor, and which so often play a major role in personal decisions. A prime example within the labor market is job information gained through the "grapevine" within an employing institution.

Qualitative information. Qualitative information is relayed most easily informally, so that part of the importance of the informal system lies in the amount of qualitative information which may be related, both regarding the nature of the job to be had, and the characteristics of the prospective employee (pp. 38-46). Such intensive information produces far greater job satisfaction than more extensive, formal information. Unfortunately this part of the system, although effective, tends to perpetuate the status quo, maintaining homogeneity while reducing the chances for minorities and others to enter the system. An answer to this problem is to increase informal information to minorities.

Data and information. Yavitz and Morse stress that data should not be confused with information. Data are found in abundance, but good information regarding the labor market is not. Data can become information through the careful consideration of the nature of the users and the use to which they are put. Data which inform allow the user to reinforce decisions, or to make different decisions than would have been made without them (p. 38; pp. 91-92).

Disaggregated information. National data, readily available, regarding jobs open to or filled by sociology graduates do not produce information helpful to students graduating from a program because local factors are very important. The student is most often interested in local or regional openings, and in details such as the entry positions, work conditions, who to approach, skills or experience needed, and the likelihood of someone from their department or institution being hired. Yavitz and Morse label this type of information "disaggregated data," and maintain that although it is expensive to gather, it is indispensible. "As policy makers become more concerned with the utilization of manpower and consideration of the quality of labor, they will require more disaggregated data" (p. 98).

Career Education Models

Suggestions for comprehensive career education models in higher education have begun to appear. One of these, developed by Ristau and his associates, has been field tested. Two others reviewed are suggestions for the general structure of career education programs in higher education. Although not termed by the author a "model," the work of Toombs will also be reviewed here, in that his suggestions constitute a comprehensive approach for incorporating the career education concept in higher education.

Ristau et al. A career education model for postsecondary institutions was developed by Ristau and his associates at the University of Wisconsin (1975). The model was formulated after a review of the literature, visits to other institutions, and work done during a graduate seminar in career education. The model consists of seven essential components: faculty-staff in-service training; counseling and guidance; an instructional program; field experience in the world of work; community involvement; placement services; and evaluation. Each of these elements were successfully field tested during the seminar in three locations: a large university, a small liberal arts college and a postsecondary vocational school. Faculty training was found to be basic to the overall functioning of the career education programs. The importance of faculty is also stressed in Hoyt's model which is discussed next.

Hoyt. Hoyt's (1976) monograph, "Application of the Concept of Career Education to Higher Education: An Idealistic Model," describes three essential parts:

1. A career information resource center. Faculty involvement in this center would be to answer the question "What kind of occupational opportunities can I expect to find if you are my major advisor?"

2. Work experience internship and work-study.

3. Teaching faculty, who would be involved beyond the information center in: (a) examining the goal of the institution regarding education and the preparation of work, (b) exchanges with business, labor, and industry, and (c) increasing cooperation between the various liberal arts and professional faculties.

Toombs. Toombs' (1976) list of the contributions of the career education concept to higher education suggests practical approaches for career-related programs. The contributions consist of ideas which have been used in institutions of higher learning, inspired by the career education concept, which serve as suggestions for other institutions.

First, those in academia can find saleable skills which are taught, and encourage competency in them. He cautions that faculty must be reoriented to do this, and cites as example the practice of allowing liberal arts majors to minor in a professional area such as business or public services (p. 5). Second, counseling and advisement can be made to include career development. Third, work-study opportunities (those combining coursework and a paying job) and placement services can be extended. Follow-up with graduates is needed as one extension of placement services, and Toombs cautions that this activity requires financial support. Last, Toombs mentions institution-wide programs which integrate various career-related activities on campus.

National Advisory Council on Career Education. Closely related to the components used in the USF Sociology Department model are those suggested by the National Advisory Council on Career Education (1977). The content of these components is not as different as the organization from the models previously described. The Council's components consist of: "1) faculty development; 2) utilization of the labor-business-industry governmental constituencies; 3) curriculum development; 4) career information, guidance and placement; and 5) work learning" (pp. 66-67).

The Professions as a Model

Sagan (1973) compares the two educational models which have dominated undergraduate programs, the "knowledge" model developed around disciplines, and the "developmental" model centering around processes of student growth, and suggests a third type, a "professional" model. The professional model could promote:

> 1. clarifying the role which knowledge plays in the lives of most persons;
>
> 2. delineating the competencies necessary in a fast-changing and increasingly complex world;
>
> 3. establishing vocational choice and career development as legitimate dimensions of personal growth and development; and

> 4. developing an appropriate sense of responsibility to the rest of society (p. 508).

Sagan warns, "If we continue to teach only the scholar's conception of knowledge to undergraduates and fail to convey the importance of perspective and consequences, we may well also fail to control complex technologies and social systems" (p. 509).

Overview. In this brief review of various attempts to construct general conceptual frameworks for pulling together higher education and the world of work, several generalizations may be made. First can be noted the pervasive importance of faculty and useful career information in the models, including that from alumni. To these basic elements may be added career development services, such as counseling and placement, direct experience in the community, defining skills, evaluating, and interdepartmental relationships.

Before proceeding to less comprehensive, but no less important, suggestions relative to career information for undergraduates, the recent study of the National Advisory Council on Career Education on that subject will be reviewed.

Career Education in Postsecondary Education - A Review

The National Advisory Council on Career Education, a part of the U.S. Office of Education, recently (1977) did a comprehensive review of the status of career education as it has been applied to postsecondary education, and examined factors which have hindered or helped adaptation of the concept. The review was accomplished by gathering and analyzing pertinent information from faculty, administrators, and other involved individuals from a cross-section of postsecondary institutions across the nation.

One of the hindrances noted by the Council has been the structural differences between public schools and postsecondary schools (pp. 26-35). The career education movement is strongly associated with the public school system, and models tested in that setting have been difficult to adapt to postsecondary education (pp. 55-58).

In terms of the purpose of this paper, it is particularly noteworthy that the Council's findings indicated that another problem was the failure to recognize the importance of the academic disciplines within higher education, and that "career education has been approached as a generalized concept of education, rather than being perceived as a development of disciplinary training" (p. 58).

The vigor with which the federal government originally promoted career education is viewed by the Council as more of a hindrance than a help to its adaption by higher education (pp. 59-64). College faculty zealously guard their autonomy, and are suspicious of federal entanglements and pressures. The concept itself may be viewed by faculty as a political reaction to public feelings rather than a theoretically derived position.

The perception of the career education concept within higher education appears muddled, according to the findings of the Council (pp. 55-61). Most faculty are not familiar with the career education concept, while some define it narrowly in terms of vocational education or career counseling. Furthermore, career education proponents themselves are not entirely in consensus as to the concept's meaning as we have previously discussed.

Active Components

Increased interest in individual components of career education was indicated by the National Advisory Council (pp. 65-108). If these components may collectively be labeled "career education," then it can be said that in fact, if not in name, the movement is active in higher education.

Work-learning. Specifically, the most popular component has been work-learning programs. The Council defines work-learning broadly, as all post-matriculation, off-campus experiential education activities (p. 50). Interestingly, work-learning is found to be a stimulant to faculty involvement in the community; however, relatively few faculty are as yet involved in work-learning programs (pp. 67-68). Generally, the greatest inroads have been made in areas that are perceived to support academic interests.

Other community contacts. The Council found that next to work-learning, other types of institutional interaction with labor-business-industry-government appear to be most popular, although departments differ widely in this area according to the nature of the discipline (pp. 69-75). Peer group pressure also plays a significant role in exchanges between academia and other institutions.

> . . . In some disciplines it is considered important for the faculty member to have achieved a degree of recognition as a consultant to business, labor, government and industry. In other fields, however, there is a feeling that such activities do not fall within the definition of scholarly efforts. In the latter case, at best these involvements are simply ignored when a faculty member is reviewed for promotion and tenure. In a significant number of cases, however, faculty members report (and this is concurred in by many administrators) that their outside non-academic activities are viewed negatively. . . . (p. 70)

The use of outside persons within academic areas meets with a similar diverse response. Whereas, at one extreme, medical schools would be professionally criticized if they failed to make use of practitioners engaged in non-academic occupations, the social sciences and humanities rarely engage even visiting lecturers from outside higher education (p. 72). In these areas, accepting outside practitioners appears to be even more difficult than allowing faculty to participate in non-educational achievements. And faculty development through exchanges with non-academics is almost non-existent.

Furthermore,

> . . . There appears to be very little interest on the part of the faculty to meet with representatives of business, labor, industry or government to discuss

> what they, as faculty members, ought to know and do to better prepare their students for careers in these fields. Sessions at professional society meetings that attempt to carry out this function tend to be sparsely attended. . . . (p. 76)

Faculty interest in these areas was explored in the USF Sociology Department, as will be discussed in the next chapter. Let us now review the Council's findings on curriculum development.

Curriculum development. Curriculum development was considered by the Council an important aspect of career education applications in higher education, but was not found to be a popular consideration for faculty (pp. 79-88). The Council's discussion of findings regarding curriculum responses to career information are important to the development of our career information model.

On one hand, the Council found that students do choose in favor of particular programs and courses when they are given sufficient career information. On the other hand, there appears to be little concerted effort on the part of colleges to determine the most desirable curricula to provide adequate choices for their students to successfully compete in the job market.

Summarizing the Council's viewpoint is the following statement:

> The curriculum development effort is part of a production loop that includes the student's decision to choose a specific institution and major, the nature of that curriculum, the other activities with which the student is

> involved, the guidance, counseling and placement services he or she receives, and finally the net result of the job hunting process. (p. 82)

Curriculum development in this sense requires departmental knowledge that reaches beyond academia in several ways: (1) ". . . the faculty must be aware of the current and projected status of the field," (2) ". . . faculty must understand the career areas and levels that their student actually enter, as opposed to what they say they would like to see occur;" and (3) ". . . faculty must be aware of future market demand, so that the number of students accepted bears some resemblance to the nature of that demand" (p. 83).

Further Discussion of Career Information in Higher Education

Having reviewed suggestions for some programs to increase relationships between higher education and the world of work, let us consider less comprehensive discussions of ideas related to increasing career information in the undergraduate sociology department. Some of this discussion is related to topics found within the models previously reviewed, such as curriculum development. The thoughts of economists on career and occupational choices, and ideas from the perspective of the future will add a new dimension to the discussion.

Economics of Career Choice

Looking at some relevant work of economists provides insight into the root causes of the need for increasing career information, and some suggestions not unlike those previously cited.

There appears to be agreement that the number of educated persons in this country continues to increase more rapidly than changes in the occupational structure occur to give them jobs (Berg, 1972; Rodriquez, 1978). The resulting squeeze applies most pressure to those with middle-level education as college graduates increase in numbers within occupations formerly filled by high school graduates. Loss of productivity is evident, especially in view of the fact that higher education does not appear to increase performance in lower level jobs (Berg, p. 201). The same loss of productivity is seen where professionals perform tasks which could be performed by para-professionals, incurring also a loss of job opportunity for those with less education.

This need to change the occupational structure itself for the most productive use of our human resources, points to a key role which academics may play in describing the non-academic uses of their disciplines to the lay public. New occupations which might result would relieve the pressure on those with and without college education, without loss of productivity.

Two studies by economist Freeman have pointed to ideas developed in this project. In a study of the economics of career choice, Freeman (1971) found that, first of all, ". . . a sizable minority of student, particularly social science and humanities majors, needs additional information about careers . . ." (p. 228). Second, he found that non-economic gains were important to career decisions of college students, who need to know more about these aspects of occupations.

In a more recent study (1976), Freeman suggests that to relieve occupational tensions produced by an increase in "the over-educated American," institutions, for one thing, link liberal arts courses to vocationally marketable courses. Students should ". . . undertake earlier and more careful career planning than in the past, giving close attention to the different opportunities within broad fields" (p. 194), and to avoid rushing in the same direction as everyone else by making use of their unique characteristics.

Future Perspective

Demands of the future will challenge higher education to be concerned as never before with the involvement of education with careers. Maston (1976) points to seven trends which will encourage changes in college curricula (pp. 252-255):

1. New patterns of education, employment and retirement are emerging which do not require a progression in that order. More people are being employed after they have retired, and educated after they are employed.

2. The length of time in any job is shortening, and types of jobs are changing. It is possible that one out of every two college graduates are in a job that did not exist ten years ago, and one out of every four in a job nonexistent five years ago (p. 252).

3. Updating becomes increasingly necessary to maintain a job.

4. The shift continues from product occupations to knowledge occupations.

5. Open management and decision-making at lower levels is increasing.

6. The focus is moving from content to process.

7. There is movement toward increased creativity, nonlinearity, and preparation for novel situations in jobs.

Several implications of this perspective stand out for undergraduate sociology. First, awareness of increasing need for skills of adaptability must alert both students and faculty to possible changes in curriculum, or to a new appreciation of the value of present curriculum. Second, more attention must be directed toward new occupations. Although Maston's figures strongly suggest changes in the occupational structure, economists Berg and Rodriquez (see previous discussion) have cautioned that changes are not occurring rapidly enough for the growth in the proportion of the population that attends college. Sociology has many applications within "knowledge" occupations that deal primarily with data and should be involved in the development of new occupational directions in those fields. In a similar way, sociology has resources which should be available to the community for serving needs involving processes, when those processes involve human organization.

Further Ideas

Within the framework of the various comprehensive models reviewed above were brief discussions of the needs for career information activities, curriculum development interdisciplinary cooperation, and the general role of the department in these endeavors. Several isolated articles give support and insight into these aspects of this project, and are worthy of separate review.

Information. The special need for developing career information in higher education is suggested by the career development specialist Permaul (1973). Career development includes giving groups and individuals the opportunity to explore interests, life styles, and goals, and to view occupational information (p. 184). In higher education, the information aspect is particularly crucial in that there is relatively little organized material compared to other areas. Permaul suggests that the colleges themselves need to play a greater role in developing information, both about jobs and about the uses of the various majors in occupations (p. 185).

Using alumni as a source of information in higher education has been suggested by Toombs (1974), and also by Gilli (1975), McBath and Burhans (1975), and Walsh (1977), among others.

Curriculum development. Further thoughts on curriculum development are provocatively suggested by a former USF dean. Martin (1975) maintains that increased attention to the career development needs of students is one means of opening the way to much needed planned change in higher education, but particularly in the area of curriculum development. Consideration of goals shared by the institution and the public, and by faculty and students, leads to sound curriculum planning. Martin reminds us that human ethics must be involved in this process, as well as thinking through basic educational philosophy.

This line of reasoning supports our basic contention that increasing career information within an academic department will prove valuable to the department itself, and to the high objectives of the liberal arts traditions.

Interdisciplinary cooperation. In an extensive discussion of the relationship between the social sciences and those disciplines which are directly related to specific career areas, Schein (1972) presents ideas directly relevant to this project. In one of a series of profiles sponsored by the Carnegie Commission, the need for interdisciplinary cooperation between the social and behavioral sciences and professional education is elaborated.

Schein suggests that planned interaction between disciplines could offset the tendency for specialization to draw fields away from one another at a time when increased understanding is needed. One area in which professionals need the perspective of the social sciences is in serving special clients, such as the poor, and various institutions and groups. In serving new clients, professionals need to overcome both the pressures to work primarily with elites, and the tendency to define non-elite problems as immutable.

Schein predicts several outcomes which will follow the increased involvement of the social sciences in occupationally related fields (p. 40):

1. The development of diagnostic skills essential in assessing the dimensions of a complex social problem, and the relevance of different professions to the solution of that problem;

2. The development of the skills needed to build, train, and manage interdisciplinary teams of professionals;

3. The development of skills needed to train professionals to work collaboratively with clients and with fellow professionals;

4. The analysis of value issues that underlie professional practice and technological developments;

5. The discovery of the relevancy of areas such as sociology, psychology, anthropology, and organization theory to the central issues facing all professions.

The need for this type of interdisciplinary exchange was also cited by Hoyt (see above). In the final section of this chapter, other cooperative arrangements with disciplines and with non-academic departments on campus will be discussed.

Departmental role. Seminal ideas for this project regarding the role of the academic department in serving career development needs have come from the area of speech communication. Burhans and Gaske (1975), in a paper presented to the Annual Meeting of the Speech Communication Association, expressed the belief that increasing cooperation between educational and non-educational institutions is essential not only in career development, but also for the purpose of establishing the various academic fields as recognized contributors to the society in the eyes of the public. Primary responsibility for the improved image of a discipline is seen to lie in the college department which delivers the product, controls the curriculum, and differs from other departments to the extent that it cannot be adequately represented by others. Following this line of reasoning, three essential tasks for liberal arts departments are noted by Burhans and Gaske:

> 1. Determining and describing the non-academic career relevance of its department. . . .
> 2. Identifying the career areas for which such an education is relevant and identifying the direct and indirect gatekeepers to the entry level positions. . . .

> 3. Devising and implementing specific plans for establishing the types of relationships desired with the particular gatekeepers chosen. (p. 15)

In "Communication Education for Careers," McBath and Burhans (1975) discuss the role of the department in meeting students' career development needs. Recommendations made on the basis of working with majors in the speech communication department include the development of non-academic career-oriented tracks within the major and career related work prior to graduation. Also recommended are early introduction of students to career planning, and the addition of marketable skills to a well-rounded liberal education program through the judicious selection of electives.

The fundamental need for faculty involvement in any career information system in postsecondary education appears universally accepted by those in the field. Examples of support include Bachhuber (1977), the National Advisory Council on Career Education (1977), and Ristau et al. (1975). From the student's point of view (Friskey, 1974), increased faculty involvement means increased career information and expertise at the departmental level. Students then have a better opportunity to learn the personal implications of their discipline and life styles associated with related careers, examples of qualitative information important to career choice.

Summarizing the Perspective

At this point the literature has been reviewed as related to the construction of a model which would be applicable to the Sociology Department of USF for the purpose of increasing career information. The form and components of the emerging model are summarized here, and the possible means of implementing such a model discussed.

Mention appeared earlier of the importance of faculty in relating education and work within higher education. Further examination has revealed that this importance stems from the control the faculty have over the curriculum, their influence with students, and the importance of defining the discipline to the community. It appears possible that the faculty role as interpretor of a specialized department carries with it the opportunity of affecting the nature of new occupational categories.

Regarding curriculum, it can be seen that faculty are not disposed to change except as they become personally involved in exchanges with the non-academic community and experience changes in the working environment.

Qualitative and localized career information appears to be particularly important, and non-existent for college students except as they and their institutions search it out. Career development specialists are important to this function, but often academic departments need to become involved. A relatively untapped source of this type of information comes from the alumni.

The field of sociology along with related disciplines appears to be not only relative to today's needs but to the projected needs of a future in which more occupations are concerned with service and process, large organizations and diversity of clientele.

When the academic faculty, as organized in college departments, is placed at the center of a theorized system of specialized career information exchange, contact points group themselves in a three-pronged array: on one side to the community itself, where careers are for the most part found; on the other side to the remainder of the academic institution, housing career development specialists, collections of information, and other departments; and, if one may separate the alumni from the community in which they live, in a third direction toward the alumni. The alumni represent a part of the department which now resides in the community but are still an important arm of the educational institution, the extension of itself in the community.

Taking this skeleton for organization, the literature which is related to each component's implementation will be reviewed in turn. We will begin with suggestions for contacting alumni and community members, and proceed with a review of means for increasing the use of resources within the educational institution itself. In conclusion, the literature will be reviewed which is related to studying the impact of increased career information.

Contacting Alumni

In searching for information as to how to go about contacting alumni, community members and others within the educational institution, The Journal of College Placement was found to be the single greatest source. Articles appear in this journal from teaching faculty, administrators and student personnel professionals. Many of the references cited in this section come from this source.

The need for increased information from college graduates regarding the role of education in their work relationships has already been presented. Examples were found in Gilli (1975), Toombs (1974) and several others. Within the literature the means of contact with alumni most often presented are: (1) questionnaire, (2) telephone poll, and (3) direct personal contact.

Questionnaires

The most popular means of contacting alumni appears to be through mailed questionnaires, although the technique has several weaknesses as well as some advantages. The major advantage is the wide coverage which may be achieved. Other advantages are the privacy afforded, the uniformity of the questions posed, and the opportunity for respondents to consider answers at leisure (Miller, 1970, p. 77). The major weaknesses are the low rate of return, and the lack of opportunity to question meaning, or otherwise diverge from the questionnaire. Improved survey techniques and careful planning reduce the effect of these limitations.

Two suggestions for increasing the response rate were found in the literature specific to alumni questionnaires: (1) add to the questionnaire envelope the words "Parents may answer" (Toombs, 1974), and (2) select a sample of prospective graduates for orientation to the institution's interest in their response after graduation (Peshkopia, 1976). In this last approach, the selected group become the sample of alumni for that year's graduates to which questionnaires are mailed. Using this technique, Peshkopia was able to increase the response rate to 95.4 percent (p. 62).

Walsh (1977) suggests that valuable information can be gathered by questionnaire from a small random sample of graduates using a "cookbook" approach. According to Walsh, the findings ". . . allay fears, create good will, and show people that education and life are related" (p. 47). The recipe is: (a) Ask only what is not otherwise available information; (b) Be direct. Ask for labor market status, education information, current job, and assessment of education and job as related to one another; (c) Pre-test the questionnaire; and (d) Send with a cover letter which is simple, but from the person with the highest possible authority (passim).

Questionnaire surveys of alumni through departments must be cut to the bare necessities so that they do not create too much of a burden on already pressed faculty (McBath &

Burhans, 1975). One means of simplifying the process is to use the resources of the alumni office and student organizations. Individual students may also be used with good conscience. All indications are that students benefit both from the procedural aspects and through the findings. Simplification should be to the point that the department will not put off making contact with their graduates more than every two or three years.

Telephone

Toombs (1974) suggests that there is a high payoff in telephone calls used either for indepth follow-up to a mailed questionnaire, or for initial contact with a sample of alumni. Using a WATS line during off hours produced an 82 percent response rate at approximately the same cost as three waves of mailed questionnaires which brought a lower response rate (p. 50).

Personal Contact

Personal contact with a wide range of alumni was successfully instituted at Allegheny, a liberal arts college, in a move which resulted in increased career information for students and increased involvement with industry on the part of faculty (Forney & Adams, 1976). In this program freshmen through seniors spent spring vacation with an alumnus who worked in a field which interested the student, usually in the student's home town. The program inspired the creation of similar opportunities for students during winter and spring vacations, increased alumni activities, increased student use of career services on campus, and led to the Alumni Career Tapes Project.

The Tapes Project reported by Forney and Adams involved 30 minute interviews with alumni regarding the nature of their career, what they felt would be a good preparation for that career, and how to secure an entry level position. Some expense was involved, mainly for travel expenses, but the tapes proved to be valuable in getting current information to students.

At USF, the least expensive means of reaching alumni would be through personal contact or by phone. Many of the alumni remain in the urban area surrounding the university. Local telephone contact would provide the means of randomly sampling local graduates with no added financial investment.

Community Contact

Hauser (1975) calls for the revitalization of higher education in part by ". . . strengthening of career counseling and guidance services through the cooperative participation of institutions of higher learning, the private business sector and the federal government" (p. 8). Benefits would include not only the increased relevancy of educational practice, both real and perceived, but increased information, job possibilities, and recognition for the discipline (Burhans & Gaske, 1975).

Specific suggestions for making meaningful community contacts come from several sources. The Sixth Annual Meeting of the Association of American Colleges presented provocative discussion between education, business and industry. Other sources suggest work-study, visitation, conferences, workshops and exchange as means of maintaining contacts between educational and non-educational sectors of the community.

This section concludes with the review of marketable skills relative to sociology undergraduates which have been identified through increased contact between education and the community as indicated by current literature.

Dialogue with Business and Industry

The Sixth Annual Meeting of the Association of American Colleges was directed toward a dialogue between leaders in business and education, asking the questions "What do business and industry expect of higher education?" and "What does higher education expect of business and industry?" The published papers present a spectrum of ideas regarding mutual needs (Higher Education, Human Resources, 1974).

The papers suggest that higher education should expect not just money and moral and technical assistance from industry, but also "direct educational input" (p. 12) such as through intern programs, exchanges with faculty, and long-term planning to reduce duplication and conserve human resources. Businessmen strengthen the inter-institutional relationship when they serve as trustees, advisors and consultants, just as do faculty when they serve as board directors, consultants, and training specialists. There is further need for joint projects and aligned political interests.

There is a strong appeal in the papers by business for liberal arts to do that which it has always done best: inspire clear thinking, high goals, human concern, honesty and impartiality. Hardin (p. 82) suggests that ". . . it has become possible for the liberal arts student to elect more and more general subjects in the name of relevance and at the expense of discipline of the mind. This may be a root cause of the lowered stature of the liberal arts graduate in the minds of many today compared to what it was in the recent past." More ideas as to what the community looks for in college graduates are discussed following a brief review of other suggestions of cooperative ventures with the community.

Cooperative Ventures

The bulk of cooperative interchange between education and the community has been through work-study programs in which students enrolled in degree programs are productively employed (and paid) by the private or public sector (National Advisory Council, 1977, p. 77). Yet other programs are developing.

Inter-institutional contacts through innovative programs which offer a social science curriculum combined with practical experience seem to be increasing (Abrego, 1978; Rippetoe, 1977; Stam, 1977; Warner & Doerksen, 1974).

Other cooperative efforts are also being explored with positive results, such as visitations and conferences. For example, Mobil Oil has sponsored visits by liberal arts majors from diverse fields to view their main office and other industries for a week to dispel stereotypes of big business and inspire non-traditional careers for women and other minorities ("A Week with Business," 1976).

Career conferences for the faculty from four colleges within the University of Northern Iowa were held with employers to discuss (Routh, 1977):

1. What determines which university graduates you hire?
2. What do you feel universities are doing right and wrong in preparing students for your organization?
3. What future do you see in your organization for university graduates from this college?
4. What would you like to see happen at universities? (pp. 37-8)

Forty percent of the faculty attended these conferences when students were excluded from the exchange. Poor response resulted from combined student and faculty meetings (p. 38).

Other means of involving faculty and community include workshops and exchanges. In-service courses and workshops for industrial and service industry employees have been found to offer a valuable service to the community while benefiting the educational institution (Stetar, 1975).

There appears to be a particular demand for courses such as pre-retirement counseling, career development, problem solving, and communication, to name a few.

Faculty-industrial exchanges seem to be more difficult to arrange, but give evidence of good potential for stimulating both the institutions and the individuals involved (Gettings, 1974). An example within sociology is found at George Fox College in Oregon, where a faculty internship program is set up (Abrego, 1978). As a part of this program ". . . a sociology professor participated in an in-depth internship within the State Bureau of Aging. The faculty member provided technical expertise. . . . While he worked on a special project for the agency, he became acquainted with state agency personnel, administrative structures, program planning, and possible job opportunities for college graduates" (p. 62). Participating faculty may visit several different firms of the type which use their discipline. Faculty earn a stipend from the college and may get additional money from the agencies or businesses in which they work.

Camp (1976) suggests that only by cooperating with the non-teaching sector can education answer what has emerged as a basic question of our time: "What can we now do with our abundance of college educated in industry that could never be done while the supply was limited?" "Providing answers to this question is a task of every discipline, not only for the sake of its 'displaced' persons, but for the nation as a whole" (pp. 32-33). Asking this question requires the discipline to delineate its unique skills.

Identifying Marketable Skills

Many references in the literature suggest that education-work contacts have begun to define marketable skills which are uniquely developed in sociology, in the liberal arts, and in the broad range of college experience which may be sampled through electives and minors.

Within sociology. Sociology is concerned with practical questions of human interrelationships. However, where theoretical ends and practical begins is often difficult to specify (Rippetoe, 1977; and Vaugn & Peterson, 1975). Some within the field suggest that practical skills are not being taught in the undergraduate sociology curriculum, but that they should be, while others believe the curriculum rightly teaches "why" rather than "how," thus eliminating the practical. Many sociologists feel that saleable skills are available to undergraduates, and there appears a fair consensus that the "sociological perspective" is practical.

Sociology course descriptions, as other liberal arts course descriptions, tend to be in terms of areas which are covered rather than behavior which is mastered (Rippetoe, 1977). This approach is also used in typical career education material used in the public schools which identify areas of study with career areas, such as: the study of conflict, crisis intervention careers; study of the family, counseling; human relationships, personnel, education and counseling; leisure, recreation, social service, career planning; racism, race relations; and so forth (see Mangum, Becker, Coombs, & Marshall, 1975). This same material identifies the social sciences as having common to them the development of the practical skills of inquiry, value clarification, problem solving and decision making.

Within liberal arts. Sociology as one of the liberal arts disciplines should be expected to develop the skills of communication, reasoning, and calculation (Bell, 1975); logical thinking and correct expression (McBath & Burhans, 1975); and the analysis and understanding of ideas (Walsh, 1976).

These generalized traits compare favorably with those mentioned as most desirable by business executives (*Higher Education, Human Resources*, 1974): Benoliel of Quaker Chemical mentioning problem solving, synthesizing, and perspective; Hardin of Purina-Ralston citing incisive thinking and effective communication; Kimball of the Midwest Research Institute preferring those who can deal with "problems and opportunities rather than function within a discipline" (p. 88).

Within elective options and minors. Several studies of the hiring practices of business and industry indicate that the chances of a liberal arts graduate being hired improve if electives or minors have been taken in practical skill areas. The electives deemed most desirable by employers surveyed by the Western College Placement Association were accounting, business, economics, and mathematics ("Integrating Career Development," 1974). University of Houston faculty found courses most frequently listed as improving employability to include marketing, business administration, psychology, engineering, accounting and economics (Heath, 1975). Weintraub and Audas (1975) found that employers most frequently listed as desirable electives for liberal arts majors accounting, introduction to business, management, public speaking, economics, computer programming, finance, and marketing.

A small but increasingly vocal group within the liberal arts including sociologists have been suggesting that non-academic career paths should be recognized in the undergraduate major through various interdisciplinary course combinations, or tracks (Campbell et al., 1977; McBath & Burhans, 1975). Such tracks, or paths, could include community health, recreation, probation, or research analysis, as examples. One track which is suggested by an applied social science program is public planning, which requires work in statistics, computer science, research methods, urban economy, location theory and fiscal analysis (Fischer, 1977). Other possible paths would be leisure and cultural services administration, international development, and various community services (Warner & Doerksen, 1974).

All of the suggestions cited regarding college initiated community contacts appear to be possible for the USF Sociology Department. Little funding is required for these activities with the exception of the Tapes Bank Project and travel expenses. The urban setting of USF places the department within a short distance of all types of business and industry, making firsthand contact practical. Through these contacts, skills awareness should develop on the part of both the academic department and the community.

Contacts Within the Educational Institution

Increasing career information through better communication within the educational institution itself must now be discussed. An important facet of career information exchange on campus has been seen to be the advising role of faculty. This role and its emerging definition are discussed along with other intra-institutional contacts. These contacts are made through career information activities involving the academic department, particularly through the organization of career conferences, small group discussions and classes.

Faculty Advising

There is good evidence that faculty advising should include answering students' career questions. At USF, over half of the sociology graduates surveyed desired faculty to be more involved in their career and life planning (Fleming, 1977). At Washington University, a third of the social science graduate polled suggested the improvement of job opportunities through departmental advising (de Wolf, 1975). As one source aptly describes the situation: "All evidence points to one inescapable truth: students are earnestly calling upon the university to make concerned, capable and knowledgeable faculty members available to them as mentors, friends and advisors" ("Integrating Career Development on the Campus," 1974, p. 11).

Defining the advising role. The role of the faculty advisor has narrowed through our recent history, but now appears to be expanding to include career advising, with some trepidation on the part of faculty. The tendency has been to diminish emphasis on career counseling, the student as a whole being, and the interdependence of specialists within higher education, all of which served to focus the advising role in the early history of the country ("Integrating Career Development on the Campus," 1974).

At the University of Florida, Hale has led the response to advising needs (1974), and expresses concern over the advising role:

> Increasingly, student pressure centers on opportunities for personal communication with faculty. . . . More and more attention is focused by students and educational leaders on how to strengthen faculty advising. . . . Faculty and career development personnel must be jointly involved (p. 22).

Regarding the faculty role, Hale goes on to say:

> . . . Students want closer contact with faculty members. They do not want or need full professors to help them with registration--signing tickets, sitting at tables in the gym, handing out class cards. . . . They do need to talk to teachers, old and young, about career opportunities, professional environments, life-styles, curriculum variation, course content, and planning of degree programs (p. 36).

At the University of Northern Iowa, the difficulties in enlarging the faculty advising role were analyzed to involve the assumed fact that faculty: (1) perceived teaching as the most important contact with students, (2) expressed divergent attitudes toward work-study programs, and (3) were not knowledgeable about careers related to their field (Routh, 1977, p. 36). Increased contact with the community and with work-study by faculty were felt to have reduced these conditions.

The emerging definition of the advising role includes faculty acting as mentors and advisors for undergraduates, concerned and knowledgeable about career prospects for those within the discipline. To make such a definition a reality, faculty involvement beyond teaching and research must be rewarded, or the supporting activities made extremely easy.

Changing the advising role. An example of changing the reward system to support a broadened role for academic advisors is found at the University of Florida (Hale, 1974).

Their advising was reorganized to accomplish more satisfactory student-faculty relationships. The change was accomplished through the selection of some faculty to devote half of their academic time to in-service training, advising, and working with career professionals. Rewards were in terms of esteem and recognition of the importance of their function in giving back information on curriculum needs, registration problems, and in setting up course programs for new careers, preferred course combinations, new work-study programs and so forth.

Contacts with Career Information Sources on Campus

There are several sources of career information on campus which may be made use of, such as the counseling center, the placement office, and the library. The means of making these contacts by an academic department are suggested by the experience of the University of Northern Iowa (Routh, 1977). First, information was prepared by a graduate student hired in the summer to develop for each discipline job titles, library sources, professional agencies, specific job opportunities, periodicals listing jobs for that major, community resource people, hints on making contacts, and information on program graduates. Second, information from the alumni office about graduates was published in the campus newspaper where faculty and students could make use of it. The data included job information, satisfaction with college, and information about combinations of majors and minors.

Third, an invitation was extended to departments to visit professional career facilities on campus. Departmental groups made one- to two-hour tours, seeing facilities and material related to their discipline. The questions which were asked during these visits included: (a) How do we help or hinder your majors? (b) Where do the majors go after graduation? (c) How can we work together? and (d) How can we improve? (op. cit., p. 38).

Fourth, the placement office's newsletter was sent to all faculty as well as seniors (Routh, 1977, p. 36). This last approach was found to be particularly effective in involving faculty in career advising by Menke and Regner (1975).

We turn now from the faculty to the student body. As with faculty, pulling individuals into meaningful contact with career information requires thoughtful consideration of technique.

Involving Students

Aside from being advised by faculty, students may be otherwise involved in programs which increase career information. It has been suggested above that students benefit by taking part in departmental career projects (McBath & Burhans, 1975). However, the more common means of communicating career information to students is through various types of small group sessions and formal classes.

Small group sessions. Informal small group sessions and workshops have been successfully used on many campuses.

Leadership may come from graduate students, professionals, or lay persons. Dye (1975) found that career workshops within academic areas could be successfully led by graduate students. Small group sessions have also been effectively conducted within departments and liberal arts areas by career development professionals (Figler & Mandell, 1975, 1976; Hazel, 1976). Some materials, such as PATH: A Guide to Careers for Liberal Arts Students (Figler, 1976), can be used to conduct small group sessions by any person who has previously attended a similar session.

Career development courses. Many institutions of higher learning disseminate career information through the classroom. The use of credit or non-credit courses which include career development material not specific to any department or liberal arts area, such as those popularly offered as a part of orientation, are not considered relevant to this study. However, there are many instances of career related course offerings within disciplines.

Either a portion or the whole of a course may be devoted to career components when it is offered within an academic department. Partial use of classroom time appears to vary from one to several lectures devoted to career topics, often presented by a career specialist, and often within an introductory course. Examples of this approach are found in Ristau et al. (1975) and Hackney and Williams (1975).

Career development courses offered for credit in higher education in the United States were surveyed by Haney and Howland (1978). The majority of the 353 courses surveyed were offered either non-departmentally or inter-departmentally. Of those offered by departments, 13 percent were through psychology (p. 76). Fewer than one out of five courses were taught by faculty, the majority being taught by counselors (p. 77). The most effective teaching techniques used in these courses were considered to be values clarification and other exercises, small group discussion, field observation, and personal and self-analysis. About half of the courses called for formal evaluation by the students, most commonly through a descriptive paragraph or through one-to-ten ratings of course components.

In reviewing the ongoing discussion of the best location for career development, in or out of the academic areas, Haney and Howland (p. 77) note the value of involving faculty more closely in this aspect of career development, and suggest that career specialists need to fight the tendency to back away from involvement with faculty. Faculty support can come through dispelling misconceptions and fears. Administrative support for career development courses was indicated through the comprehensive survey discussed above.

Having looked at some of the ways that various colleges and universities have increased the flow of career information through academic departments, consideration will now be given to the outcomes of these activities.

Impact of Career Information

A few recent studies give evidence of changes in the behavior and attitudes of faculty, students and community as career information is increased, and discuss techniques used in the evaluation of this impact. Behavior and attitude changes are usually noted through subjective observation or informal discussion with participants. However, an example of a controlled study indicates the possibilities of objective measurement, and Stanton suggests that even when the outcomes of programs are subjective in nature, goals may be defined in measurable terms.

In a controlled study of first year college men, a significant difference in grades was found for students who experienced specialized counseling and career advising during the freshman year as compared to those who followed usual academic advising procedures--minimal advising, no career development (Adams, 1974). Those students who were given limited specialized guidance in various forms did differ from the control group in that they had higher grades on the average, tended to be more satisfied with their field of study, made more appropriate academic choices, and were more certain of completing their program, but not to as significant degree as those with more guidance (pp. 26-33).

Various outcomes of increasing career information in higher education are suggested by those involved in the programs. Trollinger (1976) found that faculty were more confident talking with students about careers, and more positive in their feelings about the relevancy of liberal arts, following the implementation of a part-time internship program at the liberal arts college of Emory and Henry. Originally faculty had expressed doubts regarding creeping vocationalism. Hackney and Williams (1975) observed that increased use of professional career advising facilities by students followed seminars presented in advanced psychology classes at a community college. Favorable evaluation of these sessions included the perception by students that the college was concerned about their problems. At George Fox College (Abrego, 1978) the institution of a faculty internship program, through which faculty worked in discipline-related businesses or industries, resulted in faculty being more comfortable in their roles as advisors and as supervisors of students in non-academic settings. Faculty were also better able to relate the practical applications of their disciplines, and to assess their own background in relation to their professional deficiencies. Furthermore, faculty could better assess the curriculum, and relate to career development professionals.

Dramatic changes at Maryville College are disclosed by Stam (1977). In 1970, the college had almost closed. Two major policy changes appear to have reversed dropping enrollments and severe financial losses. The women's liberal arts college, first, changed to co-education, and second, added 20 "career oriented liberal arts programs" (p. 173).

The enrollment tripled, the budget was balanced. Questions which are raised concerning the long run outcomes of the increased relevance of the program to the needs of the greater community are presented by Stam: What will happen to intellectual climate? Will the spirit of liberal learning survive? Will it grow? Thus far the prognosis is hopeful.

A survey of 146 companies in the Greater Houston area serves to indicate possibilities for the measurement of community impact. Under the auspices of the Department of Speech of the University of Houston, employers were polled to determine how accurately they perceived the training of speech majors, and what skills were most desirable (Heath, 1975). The study concluded that speech as a major was viewed traditionally, without reference to developing areas within the discipline such as organizational communications, group and interpersonal theory, morale, persuasion, communication diagnosing, and problem solving.

One way to view the Houston study is as a representation of one outcome of current departmental policy. The same study done after a period of intensified contact between faculty and community employers would give evidence of community impact of new policy.

Little information is yet found in the literature which deals directly with evaluating career education programs in higher education or their impact. Stanton (1976) points out that the evaluation of programs related to career development are complicated by the subjective nature of many of the outcomes. For this reason it is important to define goals in ". . . behavioral and attitudinal terms which could be observed, measured through instruments, or self-evaluated in some meaningful way" (p. 12), focusing on the program in terms of its context, input, process and product. Johnson and his colleagues (1974) give an example of the quantification of subjective information concerning the level of career decision achieved by students. Students involved in decision-making programs tend to move from uncertainty to greater certainty regarding their future careers, and can be measured on a five-point scale which begins with "I am completely undecided" and ends with "I have decided on . . ." (p. 43).

The need for increased attention to the impact of career activities is seen to require planning, both for short-term and long-term studies. Objectives can be projected in behavioral terms for later measurement. The resulting data can be used to guide decisions concerning career activities, and as indicators of accountability of programs.

Conclusions

Proposed in this applied research project are activities of sociology faculty and students in which relevant information is exchanged with each other and with alumni, other members of the community, and with appropriate individuals and offices across the campus. Determining departmental demand for career information is seen as an integral part of the information system.

The idea of an academic department being directly involved with career information appears to be in tune with the times. The activities which are necessary to increase career information within the department can be termed career education components. At the local level, the career education movement is for the most part ignored by postsecondary education, or minimally understood. However, the call for educational change and for planning for a better future support the ideas if not the terminology. Changing needs within the population call for response.

The purposes of increasing career information include expanding the areas of satisfaction for both sociology faculty and students, as well as functionally defining the discipline for the community. From the society's point of view, important purposes are to influence positively the occupational structure and human resources. A broader purpose umbrellas over the whole: meshing education with life.

Information which has been found to be most helpful in career-related decisions within higher education is very different from the collection of data often termed career information. Qualitative, disaggregated data, useful to those within a discipline, can best be collected through personal contacts with authoritative sources and through informal information channels.

Contact with the non-academic community provides a sociology department the opportunity to sharpen its own self-concept, as well as to provide the community with a clearer idea of the discipline. In the past the disciple could well afford to stay within itself, involved in its own academic problems, primarily concerned with self-maintenance and the education of the swelling numbers of students. Under those conditions the definition of skills which were valued outside academia was not an issue. Today the environment has changed, and sociology and other liberal arts are looking at their image.

Increasing information in sociology can be used for curriculum planning by faculty. However, curriculum change is a delicate matter among faculty, one not easily broached. The literature implies that while the scene may be set to provide experiences and information through which curriculum decisions may be influenced, direct approach to faculty with intimations of curriculum inadequacy is folly. Discretion has been used regarding curriculum in the model.

There appears to be a need for more information about electives, tracks and minors which prove beneficial following graduation. The collection of information from alumni regarding these matters appears to be in a formative stage, various institutions making some progress, but with no definitive findings.

In broad perspective the impact of the activities proposed on the institution and on the community has to do with the accountability of liberal arts programs in a practical, materialistic society, and to some extent the credibility of higher education in the eyes of the general public.

The procedure and methodology used to mold these ideas into a model which suggests a practical approach to increasing career information at USF is discussed in the following chapter.

Chapter 3

PROCEDURE AND METHODOLOGY

The process of developing the career information model involved four steps: (1) initial conceptualization, (2) refinement of components through field tests at USF, (3) addition of questions concerning impact on the institution and community if adopted, and (4) review by a panel of potential users. And finally, the feasibility of implementing the model at USF was assessed. Each of these processes and its methodology is covered in a separate section of this chapter.

Developing the Initial Model

Initial formulation of the model was the result of an extensive review of the literature, and contacts with agencies and individuals knowledgeable in the field of student career development. The general structure of the model took the form of a short descriptive paper; more details as to its nature will follow below. The initial model is shown fully in Appendix A.

Literature Review

The literature review included: (1) a 400-title ERIC (Educational Resources Information Center) search using the descriptors "career planning," "career education," and "higher education," and (2) a search of the Sociology of

Education Abstracts for the past ten years. This review provided the basis for the initial conceptualization of the model, and for further contacts with agencies and individuals. As the project progressed, further reading was frequently suggested by contacts and through issues raised in the development of the model.

Personal and Agency Contacts

Prior to the formulation of a model, student personnel workers in southern postsecondary institutions were sounded out regarding the needs and problems of those seeking to increase career information in liberal arts areas. Approaches were made through Academic Affairs Administrators (ACAFAD), a professional organization affiliated with the American College Personnel Association. Questions were raised, first informally at the regional ACAFAD meeting held in Tampa in October, 1976, and later through letters of inquiry to ACAFAD members in various southern colleges and universities (see Appendix B). Responses encouraged the pursuit of the project.

During the early stages of the project, professional agencies were contacted requesting information relative to career information for liberal arts students, and particularly for sociology students. Very often these information sources were suggested by the literature. (A complete list of the agencies from which helpful information was obtained is found in Appendix B.) Although the primary purpose of agency contacts was to discover information sources, a secondary purpose was to collect recent information for the use of the Sociology Department.

Personal contact with professionals beyond those within the university's counseling and placement offices came in a roundabout way. There is no apparent direct line between "career education" faculty and liberal arts faculty. (The lack of knowledge regarding the career education concept on the part of faculty has been discussed in Chapter 2.) However, in the course of searching for grant money for implementation of the career information model, contact was made with the Director of Career Education in the Florida Department of Vocational Research and Evaluation. That office made reference to the Director of Career Education for Pinellas County (adjacent to Hillsborough County in which USF is located). The Pinellas Director was extremely helpful in recommending sources, which included both literature and knowledgeable professionals in the College of Education at USF.

The career education professionals from USF, listed in Appendix B, were approached for suggestions and reactions to the model as it was developing. At this point in time, the model could be presented in the form of a short descriptive paper (see below), which served to focus the discussion on the conceptualization as a whole, and on each of the proposed components. The reactions of career education professionals helped to encourage the project to continue in the direction originally proposed.

Initial Presentation of the Model

The form of the initial presentation of the model was a three-page summary of the conceptualization entitled "A Career Information Model Applicable to Sociology Undergraduates" (Appendix A). This short paper included the listing of underlying factors, a brief description of the proposed information system and its alumni, community, and intra-institutional components, and possible outcomes ("outputs") of the activities as proposed. This paper was used to discuss the nature of the project with career development professionals and faculty. Field tests of this basic conceptualization represent the next step in developing the career information model.

Field Testing

Information exchanges between the Sociology Department and alumni, community and other departments within the university were tried in a series of field tests. The field trials were done to accomplish three essential tasks: (1) explore the ease or difficulty of an academic department increasing career information through various activities; (2) experience what it is like for faculty to be involved outside academia; and (3) collect some career information valuable to the Sociology Department. Of these three tasks, of far greatest importance was the first, which involved increasing knowledge of the means of establishing effective contacts.

Alumni Component

Telephone contacts with a small sample of local sociology alumni were made to explore various means of information exchange, and only incidentally to gather data on the relationship between education and careers for recent graduates. Local graduates are found in abundance in the urban area surrounding USF. Ease in reaching them, plus the possibility of establishing contacts which could carry over into other activities such as campus visits, suggested the local population for field study.

The sample. A small sample of alumni was randomly drawn from a listing compiled by the USF Alumni Office, using only those who had local addresses and had graduated in the past six years (1972-77). The resulting sample was fairly evenly distributed among the graduating classes, with the exception of 1977. Because of the project's particular emphasis on recency, this deficiency was offset by non-random selection of five students from the class of 1977. The final sample consisted of 32 alumni.

Means of contact. Telephone contacts were chosen for field testing over mail for several reasons. First, the sociology department at USF had in the previous year attempted to get information from their alumni by mail and had experienced a very low rate of response (Fleming, 1977). Toombs (1974) suggests that telephoning increases the response rate. Furthermore, telephone conversations following a schedule of questions allow for greater depth of information, notation of side comments and feelings expressed, and probing for the meaning of ambiguous statements.

Developing the interview schedule. The schedule of interview questions (Appendix C) was developed around the suggestings of Walsh (1977) regarding labor market status, education information, current job, and assessment of education and job as related to one another. To this basic information were added questions regarding previous contact with the university as alumni, preferred means of contact, information or services the alumni wanted from the university, and willingness of alumni to talk directly with students. The schedule was tested with the first two alumni interviewed, and adjusted for the remainder of the survey so that questions flowed more smoothly from one to another.

Follow-up on academic programs. The literature suggests that practical electives are important to liberal arts majors as they seek employment (Campbell et al., 1977; Heath, 1975; and others). As a follow-up to this idea, data were gathered through student records, regarding the academic programs, concentrations and electives of the interviewed alumni. This effort was totally exploratory. No literature or persons contacted gave evidence that this type of study had been previously attempted.

Community Component

Direct contact with community employers and the Chamber of Commerce was made to explore the possibility of the Sociology Department establishing direct lines of communication with the community. Employers were also approached for the purpose of discussing desirable skills for liberal arts majors.

Community employers. Community employers were contacted through focused interviews, either in person or by telephone. With the help of CEP counselors, a list of local employers likely to hire USF liberal arts graduates was compiled. From this list were chosen six employers: one each from federal, state, county and local government; and two from retail businesses. These organizations are listed in Appendix A.

The focused interview technique was used because it best suited the three purposes of the contact: (1) to convey the interest of the Sociology Department in the viewpoint of the employing officer, regarding graduates; (2) to learn what skills and traits were most valued in college graduates; and (3) to find out whether the person interviewed would be willing to have further contact with the department for the purpose of career information exchange. Using this technique, the interviewer focuses attention on a topic and pursues discussion to his satisfaction before going to the next topic.

In most cases the telephone call intended to set up an appointment for an interview resulted in a telephone interview.

Chamber of Commerce. A visit to the Tampa Chamber of Commerce during the course of the project sought to establish, first, specific information as to education-work programs sponsored by the Chamber, and second, the possibility of community backing for a grant proposal submitted by the Department which would foster education-work ties. An interview focused on these questions was held with the Operations Manager of the Chamber.

Marketable skills. As an outgrowth of interviews with prospective employers, as well as through the literature review and faculty interviews, a list of marketable skills which could be developed in the course of a sociology major was compiled. These skills, and other findings from contacts made within the community have contributed to the refinement of the model as discussed in Chapter 4.

Intra-Institutional Component

The intra-institutional component was developed in three ways. Interviews were conducted with specialists in USF departments who serve student career development needs. In addition, each faculty advisor in the Sociology Department was interviewed, and sociology students were surveyed.

University specialists. Focused interviews were conducted with specialists in the Counseling Center, CEP, and the library to strengthen interdepartmental relationships with those areas. Within the Counseling Center contact was made with each of the three career development counselors. In CEP interviews were conducted with the director and with the placement counselor who acted as liaison with social sciences. The librarian in charge of development of the social sciences collection was also interviewed.

The interviews were focused on three areas of discussion: (1) the expression of interest in increasing career information on the part of the Sociology Department, (2) inquiry about the services offered to the department by the specialist, and (3) request for suggestions as to ways the Department might increase faculty and student use of the specialist's services. Additionally, the librarian was asked for references which might be of particular help to sociology majors and faculty.

To assure the department of up-to-date information, a brief update form was devised and sent to the Counseling Center and CEP at a later time. The library was not contacted in this way because the interview with the librarian had been made toward the conclusion of the project. The form (Appendix D) requested: (1) information regarding changes in the department's resources or policy which should be known to the Sociology Department; and (2) suggestions for ways in which Sociology might increase the effective use of career services by students. The form was to be completed and returned to the Department, or a named faculty member contacted by phone.

Sociology faculty. Each of the full-time faculty (12) in the department was approached in two ways: (1) through a memo requesting suggestions for career references, and (2) through an interview regarding faculty experience and interest in matters related to career questions. Full-time faculty serve as advisors within the department, and were particularly targeted because of this function. The chairman of the department was not included in this group, partially because other duties diminished the normal advising role, and partially because the chairman's position was considered administrative for purposes of this study. Furthermore, the chairman had been instrumental in initiating the project, and was already involved in its direction.

The memo requesting career information references (Appendix E) from faculty gave examples of sources of information helpful to those in the department, and requested additional titles and the location of each, e.g. library, their office, professional organization. The memo also informed faculty that these sources would be compiled and returned to them.

Originally, other questions directed to the faculty were put into a questionnaire, which along with a cover letter was to be mailed, and then discussed in detail during a personal interview. However, it became clear that an adequate explanation of the project could not be made in a short letter, such as faculty could be expected to read, and that an interview which allowed the exchange of information would be more effective than a questionnaire. The form was thus converted into an interview schedule (Appendix F) which was used to interview each of the twelve faculty advisors.

The purpose of the interviews was twofold. First, to add to a list of useful skills and characteristics gained through the major. For this purpose questions #1 and #2 (Appendix F) addressed (a) ways in which the faculty member's social science education had been used outside teaching, and (b) elements of the undergraduate program in sociology considered most valuable in expanding career opportunities for students. Second, the interviews sought to assess the feasibility of implementing the model. Questions #3 and #4 addressed: (a) ways in which faculty would like to exchange information with prospective employers of students, and (b) indications of commitment to the means of contact with alumni, community or other departments proposed by the model.

It became clear that faculty needed to see the interview schedule as they considered their interest in various career information activities, and it was handed to them for study and completion.

Faculty were reassured that they were not committing themselves to carry out career activities. However, they were asked to be realistic in making their responses, and to consider what they would be able to become involved in, given other commitments, as well as to express personal interests.

Faculty responses to the memo and interview were summarized, and are reviewed in Chapter 4. A reference list including their sources was returned to them, along with the findings from the interviews. The note accompanying this material stated: "Here is what came out of our recent interviews. Please review in order to let me know immediately if you feel you have been misquoted or misunderstood. (I know you also want to know what everyone else said!)"

Sociology students. A meeting for sociology students on the subject "What can I do with a sociology major?" was held which served several purposes:

1. to elicit student reaction to information collected during the field tests;
2. to determine student interest and willingness to be involved in career information activities;
3. to compare responses to the announcement of the meeting through various media;
4. to assess the level of students' career decisions and
5. to encourage continued involvement with career information.

Various means of notification were used to announce the meeting. For one, the time, place and purpose of the meeting was mailed to a sample of majors who attended classes on the main campus. To form the sample, students were randomly drawn from the file of majors in the department. To this list were added the names of nine new students who declared on their application forms interest in sociology as a major, and nine graduating seniors. The resulting mailing list consisted of 28 students (9 freshmen, 4 sophomores, 5 juniors, and 10 seniors).

The meeting was also announced in three other ways. An ad placed in the student newspaper (Oracle) was 1 x 2 inches and was run Monday through Wednesday for the Wednesday meeting. A flier placed in each faculty mailbox prior to the week of the meeting requested the announcement of the meeting during classes. Also, the researcher attended the Monday meeting of the Sociology Club to talk about the meeting that week, and to suggest that members tell others.

The meeting was held during the "free hour" when no classes are scheduled, which was 2:00 on a Wednesday, in a room used by the department. As students arrived, xeroxed material (see Appendix G) was distributed containing information which had been obtained from alumni, employers, faculty and the literature in the course of the project. A brief introduction to the material was made describing the nature of the research project and career development services on campus. The possibility was raised that the department, both faculty and students, could become involved in the extension of career development services by increasing career information on the departmental level. Time was given for students to review the material and ask questions (purpose # 1 above).

After questions and comments on the material and project were fielded, students were asked to complete a questionnaire, (Appendix H) discussed in detail below. On the questionnaire, students indicated their interest in further involvement with career information activities (purpose # 2 above). The questionnaire also asked the students how they had heard about the meeting (purpose # 3), and how decided they were about their personal careers (purpose # 4). Encouragement to become involved in career information exchange (purpose # 5) was attempted through paper-and-pencil commitment, such as the question "Will you be willing to give job and career information to the department or Alumni Office after you graduate, and to keep them up-to-date on your current address?"

The major portion of the student questionnaire came from the application of the model relative to the alumni (questions # 1-5 & # 18), the community (questions # 6, # 8, # 13, & # 17), and within the university (questions # 7, # 9-12, # 14-16, # 19-22). These questions were answered by four sociology majors as a pilot test, and appropriate changes made. The remainder of the questionnaire requested students to give their classification (question # 23), the means by which they had heard about the meeting (question # 24), and general comments (question # 26). Also, an indication of their level of decision-making was requested (question # 25) according to the suggestion of Johnson et al. (1974).

Refining the Model

The suggestions for impact studies and information obtained from the field studies and literature were combined in a descriptive paper entitled "Increasing Undergraduate Career Information in Sociology--A Model." This refinement of the original, shorter, conceptualization included discussion of the rationale for increasing career information in the department, as well as the description and discussion of the general plan for information exchange. Included in the paper were both career information relevant to the Sociology Department and a bibliography. The form of this model and its relationship to the field studies is discussed in Chapter 4.

Validation

The model as refined was presented to a panel of judges representative of prospective users for comments and criticism. The panel consisted of two faculty members from the USF Sociology Department and two sociologists from the Social Science Division at the University of Tampa; two USF administrators, the Chairman of the Department and the Coordinator of Advising in the College of Social and Behavioral Sciences; two professional career counselors, one at USF and one at the University of Tampa; and four students at USF majoring in sociology, two juniors and two seniors.

Selection of the panel was related to the nature of the model, career counselors were included for their knowledge of career development services, USF administrators for their awareness of the academic setting. The Chairman of the Department was chosen as the administrator most influential in determining departmental policy. The Coordinator of Advising, on the other hand, is the administrator most influential in determining the dissemination of career information to students in the College of Social and Behavioral Sciences. Originally, it was planned to have the model reviewed by a major picked from each of the classes. However, no freshmen or sophomores were located for this purpose, and the majority of those who had declared a major in sociology during the first two years were found to be located at branch campuses. University of Tampa sociologists were placed on the panel to provide an idea of the possible implications of the model for sociology students in a small liberal arts college.

The particular faculty members selected from the Sociology Department for review of the model were chosen for their particular roles in the Department relevant to career information. One chosen faculty member had for many years been actively involved in gathering information to answer career questions; the other was the advisor for the Sociology Club, a student organization which was currently pursuing career information.

Written and verbal comments were received from the panel. Evaluation forms (Appendix I) requested comments on the practicality of the model; what was liked best, least, and why; proposed changes and additions; and the feasibility of using the model. Following the completion of the questionnaire, a personal interview was held with each panel member to request further comments and to clarify answers. Final revisions made on the basis of the panel's evaluations completed the development of the model (Appendix K).

Assessing the Feasibility of Implementation

Feasibility of implementing the model or any of its components at USF was analyzed on the basis of responses obtained from three sources: USF faculty, and evaluation panel, and students. The willingness of the sociology faculty to participate was considered most central to the success of this project. The evaluation of the panel, representing the views of career development specialists and administrators, as well as faculty and students, was also viewed as important. And third were considered the responses of sociology students to career information activities which might be offered by the department. The result of this analysis is discussed in Chapter 5.

Developing Impact Studies

Developing ideas for the study of the impact of increasing career information in the USF Sociology Department was considered to be an integral part of the model. The expectation was that these ideas would provide a basis for the analysis of impact by those who used the model.

Ideas both for research questions and for the means of collecting impact data were gathered from the literature and two USF offices: Institutional Research and the Alumni Office. The Director of Institutional Research was interviewed regarding: (1) impact information which that office might have already collected, or planned to collect in the future; and (2) the interest of the Sociology Department in impact information. Contact with the Alumni Office was through office workers, with whom the means of obtaining and disseminating alumni information was discussed in detail. These interviews assisted in determining how the Department could proceed efficiently to collect impact data, and in analyzing the feasibility of implementing plans for impact studies.

Chapter 4

FINDINGS

Several sources contribute to answers to the research questions posed in Chapter 1. It will be recalled that the questions involved: (1) developing the model, (2) validating the model, (3) analyzing feasibility, and (4) studying impact. Findings have come from three sources: (1) Academic Affairs Administrators (ACAFAD) and career education professionals, (2) field tests, and (3) a panel of judges. Through these information sources the model was expanded from a brief presentation of the conceptualization to a comprehensive plan for increasing career information in the Sociology Department.

The contributions of the findings to the development of the model are discussed with reference to each of the research questions. The first research question was:

1. What would be a model of a realistic system of information flow relative to career development for sociology undergraduates according to field tests of a design based on the related experiences of others?

Answering this question comprised the bulk of the project, and findings related to it are discussed in three parts. First is presented the model as originally conceptualized. Next are reviewed the contributions of professionals, and third, the findings from field tests.

The Initial Conceptualization

The presentation of the initial conceptualization of the career information model is found in Appendix A. The model originated in response to departmental needs, and through the experiences and ideas of ACAFAD members (discussed below), and the literature. The presentation of the model included: (1) a listing of underlying factors, (2) the problem, (3) the proposed system of information exchanges as a solution, (4) suggested activities for the department, and (5) expected outcomes ("outputs").

Nine statements of underlying factors were listed in the initial model, the first four related to increased need for career information in the liberal arts. The last five statements suggested meeting these needs by increasing contacts between academic departments, alumni, non-educational institutions, and career development services; and through knowledge of marketable skills, and useful courses and experiences.

The problem was stated as follows: "to devise a comprehensive system of career information for liberal arts students and faculty which will provide for constant updating without increasing institutional costs." The information system was described as: "Conceptualizing the department as the hub of information flow for students and faculty in higher education, three essential components of the system appear necessary, each containing concurrent give and take of information with the department: the alumni component, the community component, and the intra-institutional component." Activities described for reach of these components entailed collecting information, making direct contacts, and promoting information exchanges. Outcomes listed involved: (1) increased information for faculty, (2) increased information for students, and (3) access to accountability data. This short presentation of the model was used to explore the conceptualization with specialists and faculty.

Response from Professionals

Personal responses to the idea of increasing career information within the Sociology Department were obtained from college administrators in the Southeast, and from professionals in career education in the local area, all of whom supported the model.

ACAFAD professionals. Prior to the completion of the original formulation of the model, letters were written to members of ACAFAD involved in career development concerns for liberal arts students in the southeast. The six administrators who replied (Appendix B) answered in detail three questions regarding career information in the liberal arts at their institutions. The questions along with replies (paraphrased) are as follows:

1. "What is the attitude of your college toward career information services for liberal arts students?" Generally very good. Specific comments were: (1) The faculty and staff were supportive, mainly because such programs allow the survival of their departments; (2) faculty are concerned to varying degree; many have no background in the work world, and some feel that "vocationalism is not the goal of liberal arts;" (3) positive attitudes prevail with pockets of resistance, but good reception when we are able to present the faculty with our ideas; (4) faculty recognize that without information to the contrary, many students assume that liberal arts majors are career dead-ends.

2. "What are the areas of greatest need which you experience presently in the dissemination of career information to your students?" The greatest needs seemed to be in presenting career ideas to students, faculty, and administrators, in getting information from employers, and in getting feedback from graduates. Specific comments were: (1) ". . . need more staff time to work with interested students and to meet with others to demonstrate the value of the career counseling approach;" (2) the need to work directly with those who hire to find out what they want; (3) the need for career information from senior institutions, in the case of the community college; (4) the need ". . . to convince students early they should be concerned about a potential career;" (5) "How do you convince an arts and

sciences English major that he is acquiring a flexible and adaptable skill which will aid him 5 or 10 or 15 years from now?"; (6) the need to re-educate students, faculty and administrators that the function of college is not that of an employment agency, but to act as "a teaching adjunct with the responsibilities, services and programs to teach students how to 'place' themselves."

3. "Do you have satisfactory access to feedback from graduates regarding job placement? Beyond first jobs?" Generalized reply: No. Specific comments were: (1) We have a young program with no feedback as yet; (2) a difficult question which we are hoping to meet with the help of alumni; (3) have data only on first job, and are looking for the resources to do more; (4) little feedback; (5) no feedback through college, some from placement; data is available but not satisfactory in form; Alumni Office has some volunteered information beyond first jobs; a proposal is in for a university-wide system with periodic follow-up.

Career Education Professionals

Local career education professionals (listed in Appendix B) expressed strong support for the general structure of the model during exploratory interviews. Indications of this support were the letters of recommendation which three of these professionals wrote at a later time to the U.S. Office of Education for a grant proposal submitted by the Sociology Department to fund the implementation of the model. (Funding is discussed with reference to impact studies at the conclusion of this chapter.)

Specific recommendations were notably absent from the comments made by career education professionals during the interviews. The impression was received that sociology faculty alone could determine the best procedures. However, materials and references were readily shared by career educators.

With the encouragement of college administrators and career education professionals, the model was further developed through direct experience with career information exchanges through the USF Sociology Department. The exchanges served to field test the reality of the proposal regarding contacts with alumni, community, and other departments.

Field Tests

Field tests were conducted on a very small scale by the researcher alone with the psychological support of the Sociology Department. Without financial support the field tests necessarily involved small numbers and simple techniques. The purpose of the tests was to find out how the activities suggested by the model might work in the USF setting. Information was gained relevant to each of the areas of contact which comprised the model's components: alumni, community, and intra-institutional.

Alumni Component

Information was gained from alumni both through a telephone survey and by review of academic records. To reduce expense, the sample was drawn from local alumni and the survey administered by phone. The number of alumni reached by this method was small, but did produce some information on: (1) the relationship between education and work for recent sociology majors, and (2) approaches to alumni.

Work-education relationships. Information obtained from alumni and their academic records concerning work-education relationships is found both in Table 1, and in their comments, which are listed below. It can be seen that although half those contacted had secured employment in fields directly related to sociology, alumni tended to perceive the major as non-career related. Work experience appears to have influenced career choice to a much greater extent than work-related elective coursework, such as social work or business courses.

Table 1 indicates that half the graduates contacted were employed in an applied field directly related to sociology, as counselors, case workers, or juvenile corrections officer. Three alumni were employed in business or industry, one had entered nursing, and one was enrolled in graduate school. Work experience was important in securing a job for six of the nine employed graduates. Although the graduate who was employed as a corrections

Table 1

Responses of Ten Alumni to Selected Items of Inquiry for Career Information Model

Item	Sociology alumni number and year of graduation										
	#1 '72	#2 '73	#3 '73	#4 '74	#5 '74	#6 '75	#7 '76	#8 '77	#9 '77	#10 '77	Total N=10
I Preferred means of contact											
Telephone			x	x	x	x	x		x		6
Mail	x	x	x	x		x		x	x	x	8
II Current occupation											
Counselor	x					x					2
Case worker			x						x		2
Corrections officer								x			1
Business or industry		x			x					x	3
Nursing				x							1
Graduate school							x[a]				1
III Work experience cited as helpful to employment	x	x	x	x		x	n.a.			x	6
IV Vocational electives[c]											
Social work	0*	2	1	1	2	0	1	0	0	1	8
Criminal justice	0*	0	1	0	0	0	0	(see below)	0	0	1
Business	0*	0	0	0	0	1	0	1	0	4	6
V Additional degrees or certification	MA[c]			RN				AA[d]			

[a] MA in sociology

[b] While majoring in sociology

[c] Rehabilitation

[d] Criminal justice, prior to BA

*None at USF; transferred records destroyed after 5 years officer did not mention work experience as a determining factor in employment, such experience was a part of the A.A. degree which the student took at a local community college prior to entering USF.

Elective courses taken in college and related to fields of employment were infrequent, but half the graduates either had or expected to obtain vocational credentialing in the form of advanced degrees. Of the three sociology majors who had entered business occupations, only one had any business courses in college. Of the four who were in social service agencies, only one had even one social work course. But two alumni had completed other degrees, and three others expressed interest in master's degrees in the future.

Information concerning interest in further education was gained through responses to the question "Is there any information or service you would like from the university?" The only responses to this question were expressions of interest in advanced degrees, Parent Effectiveness Training, and Continuing Education courses.

Comments from alumni regarding work-education relationships are recorded here in full. The two questions involved were: "In what way has your college education been useful in getting and keeping a job?" and "Is there anything you would like to tell our current majors that would be of help to them?"

Comments from alumni on the usefulness of their college education in getting and keeping a job was positive for all nine job-holders, although for one graduate did not go beyond needing a degree. Specific comments were:

> Sociology and psychology help size up people and ethnic groups. Sociology helps in interacting with people. Any degree would do.
>
> Needed degree; not specific knowledge but broad understanding. Have used small group theory.
>
> College education will be useful with experience and advancement. . . to read people, deal with public.
>
> Got first job through psychology background, but present job uses sociology as well; sociology helps you live with others.
>
> Definitely broadened my perspective. Use sociology more than criminal justice background on the job.
>
> Needed degree.
>
> Education helped get job promotion; also helpful in dealing with people, compiling information, using data.

Alumni expressed the belief that there was a lack of relationship between sociology and employment even when they were employed in fields related to their major. Only one major expressed a broader perspective. The comments were as follow (occupations in parentheses):

> Sociology degrees are a "dime a dozen;" a nice experience, but don't plan on employment. (Counselor, Family Services)
>
> You need special training. . . . (Caseworker, Department of Welfare)
>
> Don't plan on a job related to sociology. (Registered nurse)
>
> Have job experience before you look for a (career) job. (Counselor, Department of Child Services)
>
> Get a good theoretical background, and it will be useful to you in anything you do. (Supervisor of training, Western Electric)

Means of contact. The survey indicated that except for very recent graduates, USF alumni are not reached easily by phone, but might respond to mailed questionnaires and requests for personal contact. The local alumni reached were very willing respondents, none of whom had been previously contacted by the university as graduates. The low response rate reflects the difficulty in getting current telephone numbers. Table 1 indicates that alumni may prefer to be contacted by mail, and their comments (not recorded) indicated that irregular hours make telephone contacts difficult. Ten out of the original sample of 32 sociology alumni were able to be reached by local telephone. Of those not reached, 20 had no local telephone numbers that could be found, and two did not answer at the number given in at least eight attempts, at various times and on different days. The interviews themselves each lasted 10 to 30 minutes, taking approximately four hours to complete. A greater amount of time was spent pursuing numbers and making unanswered calls.

Few telephone numbers for alumni were available from the Alumni Office which had supplied the names and addresses for the sample. Inquiry into the lack of telephone numbers revealed that an improved system of requesting telephone numbers had recently been instituted by that office. This system will be helpful with current and future graduates, but of little help in contacting graduates from years past.

Personal contact with local alumni appeared feasible according to the responses of those contacted (not listed in Figure 1). All alumni who had at least two years of work experience were willing to talk with current students about careers.

Summary. Contacts made with sociology alumni produced some career information and further knowledge of how alumni may best be reached. The alumni indicated their willingness to respond by telephone or mail, or in person, to inquiry by the Department. Mail contacts appear most feasible at this time. Information from alumni records may not be complete more than five years after their graduation. There is some indication that work experience should be explored more fully. The ten graduates as a whole expressed a limited knowledge of education-work relationships, and a tendency to perpetuate the myth that sociology "is a nice experience, but don't plan on employment." All of this information is incorporated into the model (Appendix K).

The information about the graduates' employment and uses of sociology were included in the mimeographed material "What can I do with a sociology major" (Appendix G). This material was passed on to students as part of the field tests for the intra-institutional component (see below).

Community Component

In an effort to explore direct contact between the Sociology Department and the community relevant to career information, focused interviews were conducted with local employers and the Chamber of Commerce. Both employers and Chamber members were found accessible and agreeable to continued dialogue.

Interviews with employers. Focused interviews with employers was selected for field testing because it was both cost-free and could be used to explore other types of information exchanges, such as through faculty-employer forums, or visits to the Department by community members. Only six employers (Appendix B) were interviewed. However, their organizations represented those within the Tampa area which were most likely to hire liberal arts majors from USF (according to CEP).

According to the wishes of the employers, two of the interviews were conducted in person (city and county) and the remainder conducted by telephone. Telephone and personal interviews required an equal amount of time (20 to 30 minutes) and appear to have resulted in equal amounts of information.

Employers were asked "What do you look for in hiring liberal arts graduates? What skills and characteristics do you like them to have?" The generalized responses from city, county, state and federal agencies, and two retailers, are listed below, the most frequently mentioned listed first:

Ability to communicate in speech and writing
Work experience
Good appearance: neat, clean appropriately dressed, professional looking
Knowledge of the community, what is going on
Interviewing skills
Basic intelligence: reasoning, logical thinking, good judgment
Understanding people and their problems
Neat and correct application
In job interview, being responsive, polite, asking good questions, having definite career objectives

Illustrating the type of information which came from government employers, compared to retail employers, is the record of a typical interview from each category. First, from a State agency:

> Social workers are hired, but any degree is taken. Must pass written exam which asks general questions, not professional ones, and about current events and services in the area. Sociology or psychology are beneficial to the job. Hire for hospitals, prisons, youth counseling. Basic need is for those who can fulfill helping role and are people-oriented. Entry position usually as payment worker, which is a desk job doing paper work, interviewing people who come to you. Then may be promoted to service worker who goes

> into the field. Appearance is important, as well as experience or knowledge of counseling, interviewing, and helping roles.

Second, from a large department store:

> Basic needs in the retail business are ability to communicate and good appearance, plus an aggressive personality to deal with others in retail and come out on top. Not impressed with many graduates who don't talk or use incorrect speech. Some have messy resumes. Looks for appropriate dress and good color combinations. Take all majors, but see more business majors because more come to be interviewed. Looks for intelligent, reasoned responses. They can train for management, but applicant must have potential showing. Whatever degree they have, prospective employees need to have done well; not brilliant students, but capable of speaking, writing, and relating. Impressed with student who can tell them without bragging what they can do for the company.

All those interviewed were willing to come to campus for further discourse regarding the employment of college students. Three individuals spontaneously indicated that they had participated in career programs held on the campus by other departments (English, Public Administration, and the Access Program).

Chamber of Commerce interview. An interview with members of the Tampa Chamber of Commerce was successful in determining: (1) several programs initiated by the Chamber to bring employers and university closer together, and (2) the Chamber's procedure for officially supporting university grant proposals which benefit the community. The Chamber programs included: (a) a series of lunches for university administrators and community leaders, and (b) "one-on-one" discussions held in the evening between student leaders and community businessmen. Both of these programs were subsequently noted in the newspaper, but prior knowledge alerted the Chairman of the Department to the programs, and made it possible to suggest sociology majors for the student leaders program.

Community backing for proposals to secure grant moneys from state or federal agencies can be important to their funding. The Chamber of Commerce reviews such proposals through the Education Committee, and writes letters of recommendation for projects supportive of community interests. Proposals must be in completed form and submitted early enough to permit the committee's review.

Summary. Contacts with employers and the Chamber of Commerce indicated cooperation of those within the community to assist in a community-education dialogue which could increase career information within the Sociology Department. Contact with individual employers as well as exchanges between groups of people appear both possible and promising. Information concerning desirable skills and characteristics in liberal arts majors mentioned by local employers were listed along with other information for distribution to students and faculty (Appendix G) as part of the field tests of the final component of the model.

Intra-Institutional Component

Exploratory information exchanges within the university took place with three categories of people: (1) career development and library specialists, (2) sociology faculty, and (3) sociology students. The findings indicated cooperative individuals in a relatively disinterested institutional setting.

Career development specialists. Early in the project counselors from the Counseling Center and CEP were interviewed. The results included: (1) a general attitude of cooperation which culminated in a joint effort to secure grant money, and (2) specific information relative to career information services.

In exploring mutual objectives and needs with career counselors and placement officers, the tight budgeting of all departments was evident. A cooperative attempt to secure grant money to facilitate needed changes resulted in a series of joint meetings. Although the subsequent grant proposal is not a part of this project, its development must be mentioned as an outcome of inter-departmental contact.

More directly related to the present project, the development of a model, is the specific information obtained through the interviews with the specialists in Counseling and CEP. From the career counselors it was learned that: (1) some outside funding had recently permitted the updating of the small career library housed in the Counseling Center,

(2) students who came individually to the counselors could avail themselves of a battery of tests, as well as personal counseling about their futures, (3) far more efficient than individual sessions from the counselors' viewpoint were group sessions which could be arranged by the department.

From CEP it was learned that: (1) information was requested after graduation only from those students who had registered with the placement service during the senior year or later, and only once, shortly after graduation; (2) in 1976, 26 percent of the graduates in Social and Behavioral Sciences had registered; (3) the Director considered an essential part of their program liaison with faculty in an effort to get the best students into the cooperative education program, as well as into the placement service; (3) mini-classes could be attended by all students on "How to Use Placement Services," "Interview Tips," and "Resume and Cover Letter Writing;" (4) also available were an employer information library and video tapes about companies that were currently interviewing on campus.

Library specialist. An interview with the librarian in charge of development of the social science collection did not add any new references to those previously provided by the library on a mimeographed sourcelist entitled "Information on Careers and Occupations." The references listed were all to be found in Reference or Government Documents, some out of date, some inapplicable to sociology majors.

The volumes of general interest were: U.S. Bureau of Labor Statistics, Occupational Outlook for College Graduates; U.S. Civil Service Commission, Federal Career Directory; A Guide for College Students; College Placement Annual.

Sources more directly related to sociology are purchased with departmental funds according to the requests of sociology faculty. Some of these sources, located through the literature and faculty members, are found in the Bibliography.

Sociology faculty. Information was gained from faculty primarily through structured interviews which revealed career information directly related to sociology, and the feasibility of instituting the model as proposed in the Sociology Department. Information was also sought from faculty through a questionnaire regarding their knowledge of career information references specifically related to the discipline but few references were gained in this way. The request for a listing of career information sources helpful to sociology undergraduates produced only four titles, two of which were found helpful to undergraduates. (Other suggested titles would be helpful at the graduate level.) These sources are included in the Bibliography. All faculty replied to the questionnaire, but simply indicated they did not know of references.

The interviews with faculty produced an abundance of information regarding useful skills related to sociology.

The first two questions on the interview schedule were directed toward this area of inquiry. Responses are listed in full in Appendix J. The questions and a summary of the responses are as follow:

1. "Have you made use of skills gained through the social sciences in any non-teaching activity? If so, in what type of job and institution? What skills did you use?" All faculty cited activities, their locations, and required skills (Appendix J). The activities included studies, forecasts, consultations, training, supervision, and miscellaneous jobs. The agencies and institutions sponsoring these activities ranged from government to church to a soccer team, with the preponderance in government. The skills listed most frequently were demographic, research method and design, and community organization and analysis. Also listed were skills in interviewing, planning, group dynamics, and discussion-leading. Useful substantive areas mentioned more than once were social movements and marriage and the family.

2. "What do you feel are the most valuable aspects of undergraduate sociology in terms of broadening students' career opportunities?" Responses (Appendix J) in order of frequency can be generalized to include: (a) the sociological perspective; (b) methods, including research design, quantitative analysis, statistics, computer techniques, and demographic skills; (c) understanding social process and

structure, including knowledge of complex organizations, intergroup relations, and interpersonal relations; (d) development of cross-cultural sensitivity; (e) ability to think, communicate, solve problems, convert the theoretical into the "fine art of the possible," observe, interpret, and summarize.

The last two questions on the interview schedule (Appendix F) gave information concerning faculty member's perceptions, and their readiness to participate in career information activities. Most faculty members perceived the need for closer involvement between the department and community, while a few expressed doubts. As a whole the departmental faculty perceived the university as not supporting career information activities. However, at least three individual faculty members expressed unqualified interest in participating in each of the suggested tasks. Questions # 3 and # 4 and their responses are as follow:

3. "What suggestions would you have for the exchange of information about the current employment opportunities for liberal arts majors with the non-teaching community?" Responses appeared to indicate three areas of concern which the model could address. First, the need for closer relationship between department and community was affirmed. Second, the need for the assistance of either a graduate assistant or faculty release time was expressed. And third, the broad range of ideas and interests of most faculty was

indicated, compared to the doubts of a few. Illustrating the interest in department/community ties are the following comments:

> We need in the department a much more aggressive philosophy with regard to community involvement and participation.
>
> . . . The non-teaching community is the consumer of our product; the effect goes all the way to the legislators--we must prove our usefulness.
>
> A survey of employers could be done. Someone in the department should be responsible for this area, including information from the Bureau of Labor Statistics, suggestions for career tracks, and ways to prepare students.
>
> We need to find out how employers rank sociology with other liberal arts majors. . . .

Expressions of the need for increased budgeting for career information activities were as follow:

> Faculty need release time to pursue career information. . . .
>
> . . . we could use an M.A. (in sociology) to interview seniors and help match them with opportunities. This M.A. would get out into the community. . . .
>
> If money is available we ought to recruit a skilled person to make contact with the community. . . .

On the other hand, negative comments were:

> Such contacts are too diverse for meaningful exchange.
>
> . . . general run of employers are not interested. . . .

4. "There are some professional activities which we may engage in, collectively or individually, which would increase our knowledge of the relationship between sociology and the current labor market. What might you be interested in?" Following this question a list of activities were presented to the faculty member. Response to these activities is found in Table 2. All activities were given unqualified commitment by at least three faculty members. With those most strongly favored listed first, the tasks were:

Surveying alumni
Non-survey means of contacting alumni
Interviewing employers
On-campus contacts with professional and vocational departments
On-campus contact with CEP
On-campus contact with the Counseling Center
Arranging campus visits of employers

Additional ideas suggested by faculty included: (a) interdisciplinary activities, (b) types of contact with alumni, and (c) a reaffirmation of the importance of employers contacts (see Appendix J).

The comments offered by faculty at the close of the interview (Appendix J) strongly suggest administrative restraints on education-work activities. Examples are: "Until the Dean gives indication of the meritoreous nature

Table 2

Faculty Interest in Career Information Activities

Sociology Department

University of South Florida

Activities	Number of responses[1]					
	No interest	Qualified interest	Unqualified interest	High Priority	Score[2]	Rank Order[3]
I Contact with alumni						
Continuing work on survey of our alumni	2	6	4	3	17	1
Non-survey contact with alumni	4	3	5	3	16	2
II Contact with employers						
Interviewing employers	3	5	4	2	15	3.5
Arranging campus visits	6	2	4	2	10	7
III On-campus contacts						
With Counseling Center	5	3	4	0	11	6
With Cooperative Education and Placement	4	5	3	1	12	5
With professional and vocational departments	4	5	3	4	15	3.5

[1] From 12 faculty members

[2] Determined by weighting responses as follows: 1 point for each indication of qualified interest and priority interest, to which were added 2 points for each indication of unqualified interest.

[3] Based on score of weighted responses

of these activities, I can't be involved;" "While much of this usually falls under the normal 'service' function of our profession of professing, it has not been professionally rewarded at this university. . . ."

Sociology undergraduates. Holding a meeting on "What can I do with a sociology major?" produced information concerning students who were most interested in career information, how they might be reached, and their reactions to career information and activities. Student response to the meeting was felt to be good by members of the department, and questionnaires indicated that students were concerned about career decisions and willing to participate in activities.

Approximately 40 students attended the meeting, although only 30 completed the questionnaire administered at the end of the discussion. The questionnaire (Appendix H) was aimed at undergraduate sociology students, and some who attended the meeting may not have been in that category. Majors from other fields may have attended the meeting in response to the newspaper ad. One alumnus was known to have attended who had heard of the meeting through a neighbor.

Of those who completed the questionnaire, more than half were seniors (16 of 30), only six of whom were able to name a specific career area they planned to enter (see Table 3). Almost all other undergraduates (10 of 14) were undecided or hazy about career plans.

Table 3

Decision-levels of StudentsAttending Meeting on "What Can I Do with a Sociology Major"

Statements of level[1]	Responses		
	Seniors	Others[2]	Total
"I am completely undecided concerning my future career."	3	1	4 (13.4%)
"I have a hazy understanding as to what careers I might consider."	3	9	12 (40.0%)
"I have tentatively decided on a career area (or areas)."	4	4	8 (26.7%)
"I have definitely decided on the career area of ____"[3]	6	0	6 (20.0%)
Totals	16	14	30 (100.1)

---

[1] As suggested by L. E. Johnson et al., in a paper presented to the Annual Convention of the American Personnel and Guidance Association, New Orleans, 1974 (ERIC microfiche #ED 109 532), p. 43.

[2] One freshman, 3 sophomores, and 9 juniors.

[3] Areas named: "juvenile counselor,""government service relating to law," "teaching sociology," "executive employment with Allied Stores," "stewardess and ground hostess," "sociology-speech pathology."

Three-fourths of the surveyed students had seen the ad for the meeting in the student newspaper, the Oracle (see Table 4). Less than half the students had heard the meeting announced in class. Seniors appeared to have been aware of notification made in a greater variety of ways than freshmen, sophomores, and juniors.

The students' reaction to the collection of career information presented to them at the beginning of the hour session (see Appendix G) was positive, as determined by comments during the meeting and on the questionnaire, and by the fact that everyone took the five pages of mimeographed material with them when they left. Nothing appeared to them unclear. They made it quite clear themselves that they wanted more of the same.

Responses on the questionnaire indicated that students would be willing to be involved in activities which would increase career information in the department. However, the greatest interest was in discussing marketable skills and course combinations that could increase career options, and in personally talking with a faculty member about their careers. Strong interest was expressed in occasional lectures on career topics, a guided self-exploration of career and life planning, and talks by successful sociology graduates. (See Table 5.)

Although interviewing alumni and employers were among the least popular activities named in the survey, enough students indicated that they were "very interested" (6 and 7

Table 4

Student Responses to the Question "How Did You Hear About This Meeting?" By Classification (N=30)

Student classification	Sources of information				
	Oracle	Class	Sociology Club	Mail	Other[1]
Freshman, sophomore, junior (N=14)	11	3	0	0	1
Senior (N=16)	12	9	3	3	4
Totals[2] (30=100%)	23 (76.7%)	12 (40.0%)	3 (10.0%)	3 (10.0%)	5 (16.7%)

[1] Friend or bulletin board

[2] More than one response possible per person

Table 5

Weighted Responses of Sociology Students to Career Information Activities

(N=30)

Activity	Weight*
Discussing marketable skills which may be gained in the course of a sociology major	51
Discuss combinations of courses that give sociology majors the greatest career opportunities	50
An individual session with a member of the sociology faculty about your future career	50
Attending an occasional lecture on a career topic	49
A guided self-exploration for career and life-planning	44
Attend talks by successful sociology graduates	43
Working on a portfolio (similar to an art major's) or a resume which can be presented at a job interview	40
More information about cooperative education as a means of career exploration	39
A two-credit hour career-related course	38
Talking with alumni if they came to campus	38
Getting more information about CAUSE (a campus organization of volunteer activities in the community) as a means of career exploration	36
Attending an informal discussion session	36
Helping to collect information concerning employment of sociology graduates by interviewing local employers	27
Collecting career-related information by helping interview alumni	26
Hearing taped interviews with sociology alumni in various fields	24

*A weight of 2 was assigned the response "Very interested," a weight of 1 to the response "Interested," and no weight given to "Not very interested" or no response.

students, in each category respectively) and "interested" (14 and 13, respectively) to carry out the tasks. Comments concerning interviewing employers revealed nervousness and inexperience, but interest in the outcome, and some doubt as to the helpfulness of the procedure. Typical responses were:

> Don't know how or where to begin.
> I would like to but I am not experienced in interviewing.
> I'm sure I would be a little nervous but the information I acquire would be extremely valuable.
> It can be helpful but also can be a waste of time.
> It might be a good productive experience.

All students were interested in receiving information from graduates, and willing to return information and addresses to the university after graduation. Although six students appeared to have overlooked the first question (which preceded the list of career activities), 20 students indicated they were "Very interested" in "receiving information from recent sociology graduates about their jobs and careers," and four were "Interested." Twenty-nine students were "Willing" to "give job and career information to the department or Alumni Office after (graduation), and to keep . . . up-to-date . . ." (one student not responding). Although no comments were requested regarding positive response to this question, nine students commented anyway. Representative comments were:

> I would like helping to give advice.
> Would like to keep up with events on the campus.
> . . . It's important to get this information to the students.
> I would appreciate the same favor.

Approximately 20 percent (6 or 7 students) of the surveyed group had gone to each of the advising services for career assistance: the Counseling Center, CEP, and a faculty advisor (see Table 6). No student had gone to all three types of advisors. Faculty advisors were slightly more popular according to the plans for future assistance expressed by students. Only two students said they would not go to the Counseling Center or CEP.

Comments volunteered at the close of the questionnaire contributed to the development of the model in three ways: (1) the suggestion of career assistance for evening students, (2) requests from two students to revitalize the course "Careers in Sociology," and (3) support for the immediate need for career information for sociology students at USF. Representative comments from students were:

> This program is definitely needed in sociology. I . . . need some guidance because I am completely undecided, and need something tangible to strive for to make all of this college preparation meaningful.
>
> Sociology students need more direction as to available current jobs.
>
> Help!
>
> I would appreciate more information on government service at city, county, state and federal levels.
>
> Would be interested in specific job opportunities available in Tampa area; also need a specific resource person available to students in sociology regarding current jobs available.

Table 6

Involvement of Sociology Students in Career Advising

(N=30)

Type of advising service	Involvement				
	Have gone	Will go	Won't go[1]	No answer	Total
Counseling Center	6 (20%)	20 (66%)	2 (7%)	2 (7%)	30 (100%)
Placement services (in CEP)	7 (23%)	19 (63%)	2 (7%)	2 (7%)	30 (100%)
Faculty member	7 (23%)	21 (70%)	0 (0)	2 (7%)	30 (100%)

[1] Comments were requested concerning this response. Two were received: "People are not genuinely concerned to help. They are just 'doing their job'"; and "Don't feel it's necessary."

> . . . need "career help" scheduled . . . for students who can only attend school in evenings.
>
> Was sorry that the course related to careers in sociology never appeared in the scheduling. Is it ever going to be available?
>
> Thank you . . . .

Feedback information. No changes in policy or resources were indicated by the Counseling Center or CEP in response to the "Request for Information" form mailed those departments toward the end of the project. However, continued support for the Departments' efforts was expressed, and the Director of CEP suggested: (1) the continued encouragement of sociology students to use all of CEP's facilities, and (2) that faculty may suggest leads for coop positions which CEP would follow.

Summary. Individuals within the university appear receptive to career information activities initiated by the Sociology Department, although restraining factors exist. Faculty appear to temper their interest in response to administrative attitudes. Students are more interested in receiving information than in developing it. But there exists a motivated minority in both groups which appears sufficiently large to institute an information system.

Information gained from field tests gave direction to the elaboration of the initial model. The nature of the involvement of field tests in the development of the model is included in the discussion of the expanded model.

The Expanded Model

The career information model was expanded through the information gained from field tests and experiences of professionals in higher education and career development. The presentation to the panel of judges was very similar to that of the completed model found in Appendix K. The contributions of the field tests and the form of the model as presented to the panel, will be described.

Contributions of Field Tests

The field tests, as previously discussed, contributed to the development of the model through factual details, and in the following substantive areas:

1. Collecting alumni addresses and phone numbers. The key to increased information from alumni for the Department appears to be: (a) getting from seniors before graduation an address and phone number through which they are most likely to be contacted (such as parents'), and (b) promoting the use of alumni information among current students to motivate response and updating of information in the future.

2. Involving faculty with education-work complexities. Faculty may be encouraged to increase both dialogues and working relationships with the non-academic community in order to move toward the following objectives: (a) increase positions for majors in Cooperative Education,

work-education topics, using alumni, local employers, and sociologists employed in academic and non-academic fields, (c) group sessions for faculty or for sociology students (held separately), arranged in collaboration with the Counseling Center to explore career development questions, (d) sociology students may be encouraged through any of the above programs to take advantage of the Counseling Center and CEP facilities, and to register with the placement service as seniors.

5. Increasing awareness of reference materials. Attention within the Department can be called to both increasing the use of existing reference materials and collecting new information in the following ways: (a) one faculty member, perhaps the library liaison person, should be designated to maintain a list of current material and where it is to be found, for the use of the entire Department, (b) new sources not found in the library should be requested through the library liaison within the Department, (c) the few materials which exist within the Department should be placed where students and faculty can use them, (d) qualitative information gained through contacts with alumni and community can be organized and made available, (e) new material and changes in policy and practice in career development can be determined through periodic contact with university specialists.

Presentation for the Panel of Judges

The presentation of the expanded model for the review of the panel of judges (discussed below) was in the form of a 30-page paper, including bibliography and appendices giving forms and career information. The content included: (1) background information, (2) the plan, (3) specific activities for information exchange, (4) means of feedback, (5) information regarding impact studies, and (6) career information.

The format and detail of the paper with some exceptions was similar to that of the final model which is found in Appendix K. The title was "A Model for Increasing Undergraduate Career Information in Sociology." The paper was not divided into Parts (as in the final model), but contained the following headings:

- The Rationale
  - Why Increase Career Information in Higher Education?
  - Why Involve the Academic Department?
- A Model
  - The Plan
  - An Information Feedback System
  - Reaching Alumni
  - Reaching Into the Community
  - Resources Within Your Institution
- Impact Studies
  - Research Questions
- Conclusion
- Bibliography
- Appendices
  - A. Alumni Interview Schedule
  - B. Sample of Career Information from Alumni
  - C. Career Information from Employers
  - D. Career Information from Sociology Faculty
  - E. Suggested Skills for Sociology Majors
  - F. Student Response to Career Information Activities

The material found in the appendices of the expanded model is found in Appendices C and G, and on page 123. The paradigm representing the model was the same as presented in the initial model (Appendix B). Information concerning impact studies was included in the model for comment by the panel although there had been no attempt to field test such studies due to time limitations. (The development of impact material is discussed at the close of this chapter.)

Validating the Model

The presentation of the expanded model to the panel provided an answer to the second research question:

2. Would the model be considered a valid approach by potential users and career development professionals?

The review of the panel supported the validity of the proposed system of career information which centers on the Sociology Department. Some question was raised by reviewers concerning the notion of focusing on the academic department rather than on career counseling and placement offices. However, the importance of the direct involvement of faculty in work-education relationships and in securing qualitative career information, appeared to influence the great majority of the panel (10 of 12) to favor the departmental approach.

The opinions of the panel of 12 judges are presented in Table 7. The panel gave support to the career information system, and offered suggestions for refinement.

Table 7

Opinions of Panel of Judges Regarding Career Information Model Developed for the USF Sociology Department

Panel Members[1]			
Faculty(4)	Administrators(2)	Career Counselors(2)	Students(4)
Opinions (Not all judges answered all questions)[2]			
Most favorable aspects			
Total concept(3) Community ties Sharing information Realistic information Qualitative data	Total concept Interdepartmental focus Curriculum development potential Accessibility to students Faculty involvement	Community ties Qualitative data Faculty involvement Total concept Relevancy	Total concept(2) Community ties(3) Faculty involvement(3) Practicality (2) Interviewing skills stressed Qualitative information
Least favorable aspects			
Paradigm Specificity Employers coming to campus Impracticality of instituting total program at UT, or telephoning alumni	Paradigm Reliance on cooperation Result of use by multiple departments Department as center of activities (College)	Update & maintenance Use of students Phoning alumni at UT Specificity	Time involve Reliance on cooperation Alumni apathy Library resources Where to apply for jobs?
Suggestions			
Add community development In paradigm, connect alumni and placement Suggest order of priorities Prefer counseling center over department focus (UT)	In paradigm, indicate interconnections Add self regard factor, sociology as minor, time frame in use of major	Training program for student volunteers Give special tasks to faculty, students How to record data	Increase coop positions (CEP) Explain use of ERIC Establish tracks in department Add information on jobs in education

Table 7 (continued)

Panel Members[1]			
Faculty (4)	Administrators (2)	Career Counselors (2)	Students (4)
Opinions (Not all judges answered all questions)[2]			
Practicality			
Only if worthwhile for faculty, meaningful for students Partial implementation at UT very practical, total impossible (2)	Question of territoriality Lack of release time for faculty is impractical	Very practical (USF) Could work, but faculty and students lose interest (UT)	Practical (4) Get to meet faculty and employers Simple plan Demonstrates uses of major
Reaction to model of others in same position			
Positive Verbal support Some question career focus for liberal education (UT)	Would support	Specialists and administrators would like (2); faculty would not (UT)	Enthusiastic Favorable Might vary (2)
Blocks to implementation			
Putting ideas into practice Dollars Faculty disinterest Faculty time	Putting ideas into practice	Apathy (2) Difficulty contacting alumni	(not asked this question)
Sources of help or encouragement			
Concern for declining enrollments Administration (UT)	--	Influence of respected faculty members (2) Motivated students	(not asked this question)

[1] Panel consisted of: 2 sociology professors from USF, 2 from University of Tampa (UT); 1 administrator from the Sociology Department, 1 from the College of Social and Behavioral Sciences; 1 career counselor from USF, 1 from UT; 4 USF sociology upperclassmen.

[2] Numbers in parentheses indicate more than one person giving same opinion.

Of the judges, students and faculty were most positive in their response. All segments of the panel agreed that the main difficulty in instituting the model would be getting individuals to be active. Most suggestions involved the addition of specific information, or changes in the paradigm. The issue of practicality is discussed in greater detail.

Practicality

In responding to a request for comments on the practicality of the model, USF panelists either gave an unqualified positive response, or mentioned some aspect of the system which apparently seemed to them impractical, such as lack of release time for faculty. Taken with other replies, these responses appear to represent acceptance of the model as a whole, but some uncertainty as to some segment or to its total application. Students and the USF career counselor gave unqualified positive responses.

Differences in the situations of a state university and a private, smaller university were apparent. With three faculty members in sociology at the University of Tampa (UT), instituting the total model was not considered practical; partial implementation was acceptable. Interviews with UT panelists indicated work-education information activities were already in progress in the sociology area, including contact with graduates before they left school, an optional internship program for sociology majors, and plans for longitudinal studies of alumni. However, there was also indication that UT faculty attitudes may, on the whole, be less responsive to career education components. Also, the fact that UT students are for the most part from out-of-state reduces the effect of the local approach of the model.

The contributions of the panel to the further refinement of the model are listed with the review of the completed model.

The Completed Model

The model as developed and refined through field tests and panel review is presented in Appendix K as completed for purposes of this project. Hopefully, use of the model as a practical guide for increasing career information within the USF Sociology Department will foster further refinement and it will not be considered "completed" in an inflexible sense.

The presentation of the model, entitled "Increasing Undergraduate Career Information in Sociology: Guidelines for Faculty and Administration," begins with an explanatory introduction. The body of the paper is divided into Parts: I. Working with Existing Resources; II. Expanding Resources; and III. Conclusions. Findings presented are the same as were found in the expanded model discussed above. Because faculty proved to be the key to the proposed information system, the intra-institutional component which describes faculty roles is presented first in the final model.

Specific changes in the expanded model which resulted from the panel review were as follow:

1. Increased specificity. Specific details for carrying out activities were added to the model. The details involved: (a) ordering priorities for activities (b) addressing the question of how to record qualitative data, (c) assigning roles to faculty and students on the basis of tasks which need to be performed.

2. Refined paradigm. The simple paradigm that had graphically represented the information system in the initial model was refined to indicate two important relationships which were noticed by the panel to have been omitted: (a) the reality of alumni being part of community and university as well as department, and the department as an integral part of the university, (b) information exchanges which take place between alumni, university and community in which the department is not involved, but which influence departmental information.

3. Role of information system defined in the college. The role of the career information system within the college was defined from two perspectives: (a) relationship with the office of the Coordinator of Advising, and (b) relationship between departments within the college for mutual benefit and to avoid overlapping functions.

4. Substantive additions. The following items of substance were added to the model, or additionally stressed: (a) sociology as a minor at USF (policy change permitting minors occurred during the development of the model),

(b) increased self-regard cited as an additional outcome of career development activities, (c) use of sociology in long term career planning, as opposed to short, (d) explanation of ERIC system, (e) addition of education as an information source, (f) information about how students can learn where to apply for first jobs, (g) increased stress on community development, Cooperative Education positions, and academic tracks.

Having developed and validated the model, findings regarding the feasibility of instituting the career information system are reviewed in answer to the third research question:

3. What is the feasibility of implementing all or part of the model in the USF Sociology Department during the calendar year following the model's development, and what recommendations could be made to the department or college for fully implementing the model?

Findings Regarding Feasibility

Analysis of the feasibility of instituting the model at USF is found in Chapter 5, where it is more appropriately a part of the discussion. But at this point, information concerning feasibility can be brought together.

Feasibility was for purposes of this project defined as "capable of being done or carried out" in Chapter 1. Information gathered from faculty, students, specialists, and the panel of judges, contained implications regarding

the feasibility of implementing the model at USF within the academic year. Findings from these sources may be grouped for consideration into three categories:
(1) findings regarding "demand" for career information,
(2) resources which would facilitate implementation, and
(3) factors which would inhibit implementation.

Reasonably strong demand can be observed on the part of departmental faculty for increasing work-education relationships, illustrated by suggestions for "a more aggressive philosophy with regard to community involvement and participation," and two different suggestions for "community development." Students expressed their perception of need even more clearly, both through questionnaires and panel representatives. The low level of student decisions regarding careers may also be taken as an indication of demand.

Resources which would facilitate a career information system at USF are most notably interested specialists in Counseling and CEP, who perceive themselves and their departments as benefiting through cooperation with academic departments rather than running in competition with them.

Inhibiting factors would include: (a) insufficient access to alumni addresses and phone numbers, (b) perceived institutional disinterest in career activities, (c) lack of financial resources, (d) lack of faculty release time for career information activities.

Let us now consider findings regarding the last research question:

4. How could the information system and other tools be used to study the impact of increasing career information on liberal arts programs such as sociology?

Impact Studies

Findings regarding the study of the impact of increasing career information indicated the following points: (1) the proposed information system offers an opportunity for the collection of data through which outcomes may be measured; (2) USF is not presently geared to assist the Sociology Department in the collection of impact information from alumni; and (3) research questions can be organized around behavior and perceptions of alumni, faculty, students, and community members.

The panel review of the expanded model did not reveal any opinions of the section on impact studies. Several of the panelists mentioned the material in passing during interviews, and it is assumed that the material was read and accepted.

The Office of Institutional Research indicated that no alumni data was being gathered at the present time. However, consideration was being given to a survey of current students and alumni. The possibility of members of the Sociology Department working with the study was discussed favorably by the Director. However, at the completion of the project no further action had been taken.

The Alumni Office receives only limited information from graduates. Original contact is made through address information found on the application for graduation. Cards are mailed to graduates to update files. Employment and personal information gained in this way is published quarterly in USF Today.

A general framework for impact studies can be developed around behavioral and perceptual changes noted by those who have offered career development services in higher education settings. For example, Trollinger (1976) found faculty perceptions more positive regarding the career advising role and the relevancy of liberal arts, but more critical of their own curriculum. Adams (1974) gave evidence of improvement in student grades, retention, academic choices, and satisfaction with field of study. These and other studies cited in the review of related literature have been used to develop suggestions for research questions involving the effects of increasing career information in liberal arts.

The areas suggested for study revolve around the behavior and perceptions of alumni, faculty, students and employers. Suggestions of research variables within these categories include:

1. Alumni

   Diversity of jobs entered

   Perception of the relationship between education and career

   Perception of the transition from education to career

   Relationship between course content, experiential learning, and employment

2. Faculty

   Amount of time spent in career information activities

   Knowledge of campus career development services, uses of sociology in business, industry, etc., and specific job openings for majors

   Curriculum change related to career relevancy

   Perception of career advising role

   Perception of relevancy of the discipline

3. Students

   Participation in departmental career information activities

   Diversity in choice of electives

   Use of career development services

   Grade averages

   Retention

   Participation in cooperative education program

   Use of placement services

   Expressed attitude toward field of study

Expressed attitude toward departmental program

Certainty of career goals

4. Community employers

Hiring practices concerning liberal arts majors

Knowledge of the uses of sociology in work settings

Desirability of sociology majors compared with other liberal arts majors as employees

In the following chapter, implications of the findings are discussed, and the feasibility of putting the model into practice analyzed. Recommendations regarding the project conclude the discussion.

Chapter 5

SUMMARY AND CONCLUSIONS

The attempt has been made to analyze the situation of a liberal arts department in order to make realistic proposals for change in tune with the felt needs of the educational institution and the community. The project is concluded with: (1) discussion of findings, (2) analysis of feasibility, (3) recommendations, and (4) strategies for diffusion, implementation and change.

Summary of Findings

The findings are summarized from two perspectives. First, outcomes are considered as part of the development of university-community relations, centering around education-work issues. Second, the USF Sociology Department is viewed relative to other institutions. The review of project material from these perspectives places the study in context prior to the consideration of feasibility and recommendations.

University and Community

A clearer idea of the nature of the relationship between university and community is gained from the project. Career education was discussed earlier as a movement of the seventies fostering education-work collaboration in an effort to improve human resources. Interest in this type of collaboration is seen to be alive at the university, among individuals and within the discipline, if not within university policy. Sociology as a discipline can be seen to be broadening its outreach, as practitioners begin to consider its role in preparation for modern life.

Career education reconsidered. The fear of tainting liberal arts with practical considerations involved in the career education concept appears to be a dying issue, but not completely dead. Having defined career education as activities at all levels of education which increase students' chances to discover their unique and personal destinies, there can be no doubt that the project has been deeply involved with career education. This is especially true if faculty and others who are not technically defined as students can be subsumed under that classification. Faculty in particular, it would be hoped, may be aided through the proposed activities to enlarge if not discover "their unique and personal destinies."

During the year the model was being developed, sociology publications increased attention to work-education relationships. The American Sociological Association published an excellent booklet, "Careers in Sociology" (1977), and a few articles on the subject in their official paper Footnotes. A new journal, Sociological Practice, was begun in 1976, which carries articles related to career issues. And, the relatively new journal Teaching Sociology increased the number of articles concerning work within the year.

The impression gained by the researcher during the project was that of cooperative good will on the part of almost everyone encountered. To use a concept out of sociology, cultural lag was apparent in willingness, even eagerness, of individuals to change behavior patterns in advance of change in institutional norms.

Sociology as preparation for life. Sociology can be seen to be both part of liberal education for undergraduates, and one of the steps toward more productive work. One cannot argue with the general educational value of understanding relationships between people, the substance of sociology. The growing need for understanding the variety of people and organizations, and dealing with the enormity of information which allows complex society to exist in its present scale, point to some of its uses. Facing up to the exact nature of the relationship between sociology and work, or sociology and living, is to explore what Bailey has called "existential implications" of education. An occupation is an important aspect of life. Developing information concerning that aspect in no way limits the value of education as it concerns other aspects of living.

However, in the recent past, occupational considerations in sociology have been almost entirely concerned with training professional sociologists. In an effort to offset the tendency, this study has focused on information helpful to students who do not necessarily plan to go beyond the baccalaureate in sociology. This emphasis is not to deny that students who desire advanced degrees in sociology *also* need more current career information in order to keep up with professional changes. Hopefully, as faculty and students explore the accomplishments of departmental alumni and the needs of the community, requirements for new and exciting careers as sociologists will be included in the findings.

The Sociology Department as seen in the project can be viewed in its regional and national setting through comparison with other studies.

USF Sociology Department

Viewing the Sociology Department from a comparative perspective reveals more similarities than differences in respect to career information approaches. A review of the comments of ACAFAD members, University of Tampa panelists, and an alumni study from Southwest Texas State University, gives some evidence of similarities to other institutions in the southeast. The review of career education in higher education by the National Advisory Council allows comparison on the national level.

The Southeast. The replies of ACAFAD administrators in liberal arts areas, reviewed in Chapter 4, which were received early in the project can now be seen to apply almost perfectly to the USF setting. The details are undoubtedly different, but the generalities as expressed by these administrators could apply to the USF Sociology Department. Regarding career information, ACAFAD members said positive attitudes prevailed with pockets of resistance, with good reception when ideas were suggested. The greatest career information needs listed by ACAFAD members were more staff time, and the reeducation of faculty, students and administrators. Access to information from graduates was not satisfactory, but they were looking for a better approach.

University of Tampa faculty, as viewed through the opinions of two faculty members and one career development specialist, could also be characterized as "generally cooperative, with pockets of resistance." Interest in doing more was limited by time.

A study (N=118) of the occupations of sociology alumni from Southwest Texas State University (Schultz, 1974), indicated about 50 percent employed within social science occupations, similar to project findings for alumni. This was not similar to the findings of an in-house study in the USF Sociology Department (Fleming, 1977) which indicated approximately 34 percent of a sample of 41 alumni employed in jobs related to sociology.

Nationally. Comparing findings for the USF Sociology Department with those found nationally by the U.S. Office of Education, National Advisory Council for Career Education (1977), suggests some similarity to national patterns (see Chapter 2). One of the similarities is found in faculty perception that career information activities will not be rewarded by administration. According to the Council (p. 70), "In a significant number of cases, however, faculty members report (and this is concurred in by many administrators) that their outside non-academic activities are viewed negatively. . . ." Also, USF sociology faculty gave no more evidence of interest in curriculum development than faculty did nationally. It appears that curriculum development is an outcome of education-work involvement. In contrast to the Council's findings, USF faculty did express interest in business-industry-government contacts.

The feasibility of implementing the career information model in this setting can now be reviewed.

Analysis of Feasibility

The findings have indicated that partial implementation of the career information system within the coming academic year at USF is feasible without increased time and money budgeting. Total implementation appears to require additional time and money resources. While a few phases of the model are already in operation, more look promising for the coming year. Some activities appear to depend on either increased funding or personal motivation, such as through research opportunities.

Existing System

Within the USF Sociology Department, the following career information activities have taken place:

1. Fleming (1977) administered a mailed questionnaire to alumni (N=41).

2. Individually, faculty have talked with students about their career futures and have referred students to campus professionals. However, neither faculty nor students express great satisfaction with these exchanges (Taylor, 1977).

3. The Sociology Club has discussed career development needs, and has held one meeting during the year with a representative from CEP.

4. Interviews with career and placement counselors resulted in collaboration with the Sociology Department. A grant proposal was submitted to the USF Office of Education, Career Education Program, for demonstration of a career information system developed on the pattern of the model.

Beyond these activities, it cannot be seen that information exchanges pertinent to careers for undergraduates exist at the present time. However, the future holds potential.

Immediate Prospects

For the coming academic year, some activities appear feasible, but difficulties block total implementation without institutional or grant support. The activities which can be reasonably expected during the year are as follow:

1. The two-credit course "Careers in Sociology," which has been listed in the catalog but never offered at USF, is to be taught by the department's chairman. Several of the tasks suggested by the model could find reality within the format of the course.

2. Research projects inherent in the information model may serve to further motivate faculty to initiate activities which would increase career information within the department. One faculty member is already involved in the grant proposal discussed above. Another faculty member has expressed interest in an alumni study.

3. Field work, academic tracks, and a sociology minor have been under discussion during the current year. These projects should be completed during the coming year.

4. Priorities for career information activities expressed by faculty and supported by students suggest projects which may reasonably be expected to develop without additional funding for the coming year: (a) alumni survey, (b) other alumni contacts, (c) interviewing employers, and (d) on-campus contacts with professional and vocational departments. A time frame for these activities is suggested below.

With increased work-education involvement it is possible that such activities as curriculum development, faculty-industry exchanges, organized alumni participation, and university-wide coordination could eventually develop. It is important that findings from the activities that are pursued are used in making decisions and in planning.

The need for increased career information had been clearly established prior to this project. However, establishing the perceived need, the demand, has been an important aspect of this work. The findings indicate demand is perhaps sufficiently great to overcome human sluggishness and resistance to change. Recommendations to facilitate full implementation of the model are discussed for the purpose of moving toward needed change.

Recommendations for the Improvement of Practice

The following recommendations are made on the basis of the findings of the project:

1. Time frame. It is recommended that during the coming academic year activities begin for which there is high demand and little financial cost. A time frame for these activities is found in Table 8. Time priorities for planning, beginning delivery, and evaluation are suggested. Decision end points are suggested at which time the continuance or the direction of the activity is reviewed. The alumni study, student programs, and faculty-community activities are begun; the Career Information Resource Bank

Table 8

Time Frame for the Adoption of Career Information Activities in the USF Sociology Department

Activities	Months designating target dates[1]											
	9	10	11	12	1	2	3	4	5	6	7	8
Alumni study	A			D	B		D	E		D		
Student career programs[2]	A		BE			BE			BE			
Career Information Resource Bank	AB											
Faculty-community program[3]					A		BC					D
Course "Careers in Sociology"	(A)				BC			E				
Community development							A					

[1] A=Planning; B=Beginning of delivery; C=Beginning of evaluation; D=Collect information from graduating seniors; E=Decision end point.

[2] Using alumni, Counseling Center, CEP, etc.

[3] Interviews, forum.

(discussed below) is organized; and planning is begun for community development, allowing time for faculty to have become involved in other community programs first. The difference between community programs and community development is the nature of the objective. Community development seeks wider use of students, both before graduation in Cooperative Education, and as graduates in the job market. To accomplish this goal employers must be "re-educated" to increased knowledge of marketable skills developed in the major, and of the general use of social sciences in solving community problems.

2. Faculty roles. Several faculty roles are suggested by the career information system, including an Information Coordinator, Alumni Coordinator, Coordinator of Community Development and Inter-department Liaison.

The Information Coordinator would function to: (a) oversee the organization and dissemination of a Career Information Resource Bank (CIRB); (b) make periodic contact with the Counseling Center, CEP or the library regarding new resources. The CIRB would contain either material or the location of material helpful to understanding work-education relationships for those in sociology, with qualitative information an important part.

An Alumni Coordinator would serve to: (a) maintain contact with the Alumni Office and Institutional Research, (b) oversee the collection of information from graduating seniors in the department; and (c) coordinate information as to current studies of alumni, and other activities in which alumni are involved singly or in groups; (d) serve as the channel through which students may contact appropriate alumni.

A Coordinator of Community Development would serve to: (a) coordinate research into the means of faculty-community exchanges, (b) maintain information as to activities within the department relevant to community development.

The last role suggested by the model is Inter-departmental Liaison. The functions of the Liaison are to: (a) stimulate informal and formal discussion with other academic departments regarding mutual cooperative relationships, particularly regarding curriculum planning, (b) establish personal contact with the Counseling Center and CEP for the purpose of planning inter-departmental collaboration.

3. Faculty release-time. Pressure must be exerted on the part of the faculty and chairman to secure faculty release time for upgraded student advising, and for work-education activities which support that function. It is recognized that faculty will not exert this pressure until they themselves feel more positively about the advising aspect of their professional role. Hale (1974) has suggested that increasing training and responsibility will raise the status of the advising position. Faculty who demand in-service training, and who make themselves heard when new knowledge suggests change, must eventually be listened to. And louder still to the institutional

hierarchy is research demonstrating the educational soundness of improved faculty-student, faculty-community relations which result in quality advising.

4. Impact research. Research of the impact of closer institutional-community ties can provide what some people are terming accountability data. More familiar to sociologists than accountability is the resulting state of credibility. The model provides a vehicle for impact studies. Prior to the collection of such information, rumor guides planning, and alumni give lip service to beliefs concerning the practicality of a major and the chances of getting a job with it. Faculty themselves fall victim to these rumors.

Changes in the belief system result from improved and disseminated information. One effect of increased information for students would be the more creative exploration of the job market, both to the students' and public's enrichment. For faculty, increased information inspires willingness to make new contacts, plan needed change and maintain a knowledgeable position relevant to other disciplines and the community at large.

Sociologists may do well to study their own group and institutional behavior. Frank and Smith (1976) have suggested that the behavioral sciences stand at the point of needing more research in the testing of behavioral models, and the analysis of interactions between research, behavior and policy. University-community interface gives ample opportunity.

Strategies for Diffusion, Implementation and Change

The project has attempted to develop information concerning work-education relationships, and to promote the active use of career information. Further diffusion of the findings will be through distribution of the developed model.

Involving the Sociology Department in the development of the model was an intended strategy for the diffusion of the career education concept in higher education. This strategy has already resulted in positive discussion and action, such as the collaborative submission of the grant proposal. Furthermore, both faculty and students have been exposed to career information activities and objectives which may be seen to serve their personal needs.

Should the demonstration of the model be funded by the U.S. Office of Education, all components and impact studies will be instituted within the year. However, even with this assistance, plans must be made for continued work-education exchanges without outside funding.

The Major Applied Research Project in its entirety is being submitted to ERIC for national circulation, as well as to the Sociology Department. The completed model (Appendix K) is being distributed to: (1) the Coordinator of Advising, College of Social and Behavioral Sciences, and (2) the USF Council of Advisors. Cover letters will introduce the nature of the material, and suggest that it may be useful to other liberal arts departments.

Sociology faculty and students, as well as the institution and community, have much to gain in this project. Faculty look to increased stature for the discipline, and clearer perception of the discipline by the community. Students need to have available to them early in their college careers better ideas of the ways of relating talents, experiences and education meaningfully with the needs of our changing society. The society looks to higher education to be accountable, to better prepare costly human resources, and to assist in the development of the occupational structure to take advantage of new knowledge. The institution struggles with social change through the efforts of individuals within its organization. The fulfillment of these needs is the realization of educational goals, and at least in the climate of today, perhaps to some extent even the future of the liberal arts.

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APPENDIX A

An Initial Career Information Model Applicable to Sociology Undergraduates

Underlying factors

1. Liberal arts students are greatly in need of increased career information as they face complex career problems and a reduced job market in traditional areas of entry.

2. College students approach faculty for career information frequently, but both faculty and students are dissatisfied with the effectiveness of this contact.

3. Alumni express regret that their departments did not pay more attention to their career planning needs.

4. Faculty who would like increased career information do not have the time, money, or expertise to gather it.

5. Many institutions of higher education would like more information from their graduates about their entry into the world of work, but do not know how to get at this information effectively.

6. Increased contact between educational and non-educational institutions would ease students' adjustment into the work world, as well as increase the credibility of higher education in the eyes of the public.

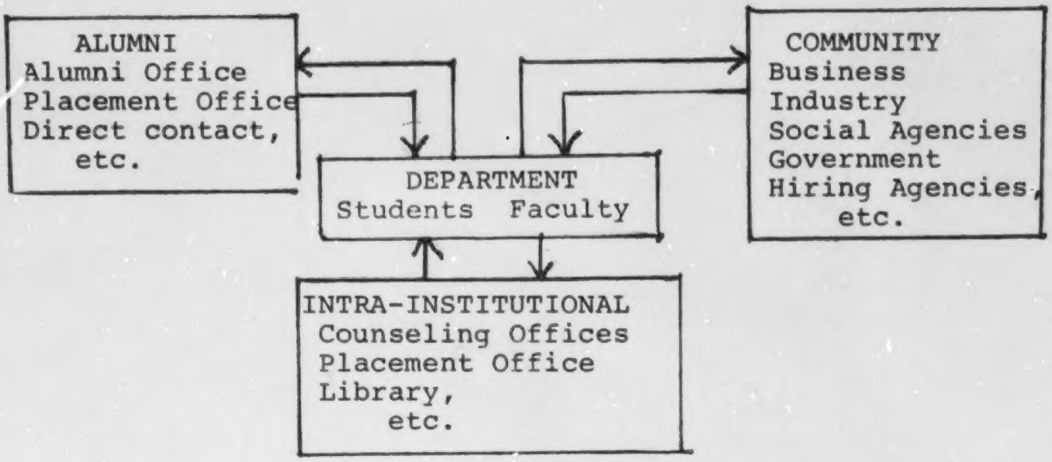
7. Liberal arts departments could benefit by increasing their use of campus career development services, but departments tend to remain isolated from one another.

8. Increased knowledge of the use of skills developed in a liberal arts discipline could stimulate beneficial curriculum planning.

9. Differential marketability of various combinations of majors, courses, skills and experiences need to be explored for students' use in career planning.

The Model

The problem is to devise a comprehensive system of career information for liberal arts students and faculty which will provide for constant updating without increasing institutional costs. Conceptualizing the department as the hub of information flow for students and faculty in higher education, three essential components of the system appear necessary, each containing concurrent give and take of information with the department: the alumni component, the community component, and the intra-institutional component.


ALUMNI
Alumni Office
Placement Office
Direct contact,
etc.
COMMUNITY
Business
Industry
Social Agencies
Government
Hiring Agencies,
etc.
DEPARTMENT
Students Faculty
INTRA-INSTITUTIONAL
Counseling Offices
Placement Office
Library,
etc.

Inputs

Alumni Component

1. Collect information from the Alumni Office and Placement about the job histories of graduates of the department.

2. Contact department alumni regarding their careers, and regarding the best means of increasing information from graduates.

3. Compare alumni careers and academic tracks.

4. Make current students aware of information from alumni, and enlist their help in gathering such information and in giving such information after their graduation.

Community Component

1. Contact local hiring agencies concerning desirable skills and traits, and their willingness to come to campus or to be interviewed.

2. Collect information from faculty about their experience with non-educational institutions, their ideas concerning such contacts, and their knowledge of application of the skills of the discipline.

3. Promote student contact with the community through interviews, visiting lecturers, work-study, interning, volunteer work, or jobs.

Intra-Institutional Component

1. Promote contact between the department and the various career development professionals on campus, preferably through joint projects.

2. Compile references from the library and faculty which would be of help to those in the department.

3. Explore various means of involving students in the information system, such as small group sessions, lectures, a course, or individual advising.

Output

1. Increased information relative to curriculum planning, student advisement, and career opportunities for those majoring in the discipline, for the use of the department.

2. Increased information for students relative to career planning facilities available to them, specific career information in their field of interest, and knowledge of the experiences of recent graduates in their field.

3. A means of accountability for academic tracks, curriculum changes, and the effect of increasing career information within the department.

APPENDIX B

Resource Agencies and Persons

I. ACAFAD (Academic Affairs Administrators) members contacted regarding career information for liberal arts students:

John Borgard, Assistant Dean
School of Arts and Sciences
Virginia Commonwealth University

Charles W. Connell, Assistant Dean
College of Arts and Sciences
West Virginia University

Bert Goldman, Director
Placement Office
University of North Carolina

Calvin Hasbrouck
Franklin College of Arts and Sciences
University of Georgia

Raymond Ledford, Director
CAP Center, Dodson
Western Carolina University

John R. Meakins, Dean
College Transfer Education
Coastal Carolina Community College

II. Agencies offering information relevant to career development for sociology undergraduates:

American College Testing Program
Career Planning Program
Box 158
Iowa City, Iowa 52240

American Council on Education
Cooperative Institution Research Program
One Dupont Circle
Washington, D.C. 20036

American Sociological Association
1722 72nd Street, N.W.
Washington, D.C. 20036

B'Nai B'rith Career and Counseling Services
1640 Rhode Island Avenue, N.W.
Washington, D.C. 20036

Bureau of Labor Statistics
U.S. Department of Labor
441 G Street, N.W.
Washington, D.C. 20212

College Placement Council
P.O. Box 2263
Bethlehem, Pennsylvania 18001

Educational Testing Service
Study of Economic Growth
Princeton, N.J. 08540

Office of Career Education
U.S. Office of Education
Department of Health, Education, and Welfare
Washington, D.C. 20202

III. Local career education specialists:

Wade Burley, Professor
College of Education
University of South Florida

Myrtal Hunt, Director
Pinellas County Career Education
St. Petersburg, Florida

Donald Jaeschke, Associate Professor
College of Education
University of South Florida

Frank Johnson, Chairman
Vocational and Adult Education
University of South Florida

James Selman, Professor
College of Education
University of South Florida

IV. Community contacts:

A. Chamber of Commerce
Cliff McDuffie, Operations Manager
Tampa Chamber of Commerce

B. Employers

Sharon Brown, Professional Positions
Social Security

James Campbell, Human Resources Director
City of Tampa

Civil Service Counselors
City of Tampa

John Erven, Director of Executive Recruiting
Maas Brothers

Patricia Gray, Director of Personnel
Hillsborough County

Dave Mosbaugh, Personnel Director
Sears

Bill Stanley, Counselor
State of Florida, Health, and Rehabilitation Services

V. Panel of judges:

University of South Florida

Stephen Brown, Coordinator of Advising
College of Social and Behavior Sciences

Roy Francis, Chairman
Sociology Department

Louis Kutcher, Associate Professor
Sociology Department

Adrian Parrado, Assistant Professor and Counselor
Counseling Center

Raymond Wheeler, Professor
Sociology Department

Students majoring in sociology:

Valerie Bache, Senior
Armando Corbelle, Senior
Jay Kirtman, Junior
Peggy Philmon, Junior

University of Tampa

Tom Balistrieri, Counselor
Career Planning & Placement

Dale deWild, Assistant Professor
Sociology, Social Science Division

Lois Benjamin, Area Coordinator
Sociology, Social Science Division

APPENDIX C

Alumni Interview Schedule

Name_________________________ Phone__________________________
Address______________________ Student Number__________________

1. This is the Sociology Department of the University of South Florida calling. We're interesting in getting information from some of our recent graduates. We understand you were a graduate of ____________________?

2. Have you been contacted previously by USF for information about your employment, career, and education experience? No_____. Yes, by____.

3. What is the best way to contact you? (Probe: mail? telephone? Alumni Office?)

4. Are you currently employed? No___; Yes, at (kind of job)

5. Do you feel your present job is in a career area you want to stay in? Yes___; No, I would prefer to be in_____________.

6. Has your college education been useful in getting and keeping a job? No___; Yes (Ask, "In what way?") in__________.

7. Were there any previous jobs, volunteer experiences or hobbies that were helpful in your getting or holding employment?____.

8. Are you currently enrolled in school? No___; Yes, at (program)____.

9. Is there anything you would like to tell our current majors that would be of help to them?___________________________.

10. Is there any particular information or service you would like from the university at this time?_________________________.

11. Would you be willing to talk to current students who are now sociology majors? (Probe) ________________________________.

12. Thank you for your time. Come in to see us if you're ever on campus.

APPENDIX D

Request for Information

To:

From: Sociology Department
SOC 107
University of South Florida

In an effort to keep abreast of changes and to offer to our students the most effective information and services, we are requesting the following information, either by returning this form completed, or by calling and leaving the information with me:

1. Have there been changes in your resources or policy relative to the sociology department and its faculty and students that we should know about? If so, please specify:

____

____

2. What suggestions can you give that would help us increase career information and career development services to our students?

____

____

3. Is there any way that we could help you better serve student needs?

____

____

4. Your comments:

Thank you for your time and cooperation.

Nancy Taylor
Phone 2893

APPENDIX E

Request for Career-related Resource List

University of South Florida

To: Sociology Faculty

From: Nancy Taylor, SOC 233

Here are a few resources which I know to be helpful to students in sociology as they consider career alternatives. Do you have others? I am compiling a list which I will get back to you.

Source and brief description	Where to find it
Career in statistics, American Statistical Assoc., Washington, D.C., 1975. Excellent for anyone who likes statistics.	ERIC microfische, ED 111 674, Library
McMahon, J. P. & Steahr, T. E. *Nonteaching employment opportunities for students with training in demography and other fields*. Unpublished paper. Dept. of Agricultural Economics and Rural Sociology, 1977. Listing of employing agencies.	Ray Wheeler's office
Splaver, Sarah. *Nontraditional careers for women*. New York: J. Messner, 1973. Includes interviews with women in various fields, plus addresses of places to write.	Library HF 5381.2 S 59

Good resources for sociology students:	Where to find it
______________________________	______________
______________________________	______________
______________________________	______________

Signed,

____

December 1977

APPENDIX F

Faculty Interview Schedule

1. Have you made use of skills gained through the social sciences in any non-teaching activity? If so, in what type of job and institution? What skills did you use?

2. What do you feel are the most valuable aspects of undergraduate sociology in terms of broadening students' career opportunities?

3. What suggestions would you have for the exchange of information about the current employment opportunities for liberal arts majors with the non-teaching community?

4. There are some professional activities which we may engage in, collectively or individually, which would increase our knowledge of the relationship between sociology and the current labor market. What might you be interested in? No commitment implied.

A=No interest B=Interest if grant money available C=Unqualified interest				Hours per week (or rank order)
Contact with alumni				
Continuing work on survey of our alumni	A___	B___	C___	___
Through non-survey means such as visits to campus, etc.	A___	B___	C___	___
Other: _________________		B___	C___	___
Contact with non-academic employers				
Interviewing employers	A___	B___	C___	___
Arranging campus visits	A___	B___	C___	___
Others: _________________		B___	C___	___
On-campus contacts				
Counseling Center (Tour facilities? Career library? Cooperation?	A___	B___	C___	___
Cooperative Education and Placement (Increase use?)	A___	B___	C___	___
Professional and vocational departments (Desirable electives for their majors?)	A___	B___	C___	___
Other:____________________		B___	C___	___

5. Comments:

APPENDIX G

What Can I Do With A Sociology Major?

The University of South Florida Sociology Department

I. What do alumni say?

Alumni are sometimes hard to reach for information, especially when addresses are not kept up-to-date with the Alumni Office. Of 32 local sociology alumni sampled for a telephone poll, 10 could be reached through the known address.

Here is what they said about: (a) What are they doing? (b) How does their college experience help on the job? (c) What led to their present job?

1. (a) Senior Counselor, Family Service Association; (b) sociology valuable in sizing up people and understanding various ethnic groups; (c) got a job with Vocational Rehabilitation after college, then received M.A. in Rehabilitation Counseling (B.A. class of '72).

2. (a) Claims Staff Adjuster, National American Insurance; (b) knowing how to interact with people; (c) had a previous job as assistant manager at a large finance company (class of '73).

3. (a) Caseworker, Department of Welfare; (b) small group behavior has been particularly helpful, also broad understanding of society; (c) worked first at juvenile home, then at the Lighthouse for the Blind before becoming a social worker (class of '73).

4. (a) Registered nurse, Tampa General Hospital; (b) sociology going to be helpful as I move up in nursing; (c) received RN from HCC after a BA in sociology; was not ready to enter nursing earlier, but did work part-time in a hospital while in college (class of '74).

5. (a) Self-employed auto broker, dealer for wheel chair vans; (b) helps "read" people, deal with public; (c) handicapped, tried to find job after graduation but couldn't; parents started him in business, now he is fully independent; the wheel chair lift manufacturers use him to train other dealers; he employs others to fit the vans for the lifts (class of '74).

6. (a) Counselor and Overseer, Hillsborough County Department of Child Services; (b) how to live with others; (c) had double major with psychology; got first job through psychology and because had been a volunteer at Florida Mental Health for 6 months; present job uses both undergraduate majors (class of '75).

7. (a) Graduate student, USF, working toward M.A. in sociology; (b) unemployed (class of '76).

8. (a) Juvenile Corrections Officer, Hillsborough County Sheriff's Office; (b) definitely useful, broadened his perspective; uses sociology background more than criminal justice background; (c) began at community college with an AA degree in criminal justice, then switched to sociology at USF so material would not be repeated (class of '77).

9. (a) Social Worker, State of Florida; (b) getting the degree; (c) just applied (class of '77).

10. (a) Supervisor of training program, Western Electric; (b) helps in dealing with people, using data, and compiling information; (c) after military service, went to work at Western Electric while attending college, and then was promoted and stayed on (class of '77).

II. What do USF sociology faculty say?

A. The most valuable aspects of an undergraduate sociology degree in terms of broadening career opportunities according to our faculty are, with the most frequently mentioned first:

1. A sociological perspective
2. Methods, including research design, quantitative analysis, statistics, computer techniques
3. Demographic skills
4. Understanding of social process and social structure
5. Knowledge of complex organizations, intergroup relations, and interpersonal relations
6. Development of cross-cultural sensitivity
7. Ability to think, communicate, solve problems, convert the theoretical into the "fine art of the possible," observe, interpret, and summarize.

B. What social science skills have faculty used most in productive activities, outside of teaching?

Demographic
Research methods, design
Community organization and analysis

Interviewing
Planning
Group dynamics
Discussion-leading

Substantive areas used: social movements, marriage & family, medical sociology, sociology of education, stratification, social organization.

III. What do local employers say?

Six employers of USF liberal arts alumni were interviewed, including city, county, state and federal hirers as well as two large businesses. Listed in order of frequency, here are the skills and characteristics they said they looked for in employees:

Ability to communicate in speech and writing
Work experience
Good appearance: neat, clean, appropriately dressed, giving a professional appearance
Knowledge of the community, what is going on
Interviewing skills
Basic intelligence: reasoning, logical thinking, good judgment
Initiative, follow-through
Understanding problems and people
An application that is correct and neat
In job interview, being responsive, polite, asking good questions, having definite career objectives
Good in helping role
People oriented
Ability to handle public, especially those with problems
Understanding of the American economic system
Organizing ability
Aggressive personality

IV. What does the American Sociological Association say?

A. ". . . Sociology is beginning to change from simply another academic subject to the source of sound judgments and possible solutions in confronting major social issues. . . . some of the best employment prospects will be outside of education and primarily in government circles; the real pay-offs will come not just in teaching and basic research, but also in policy research and administration." (ASA, Careers in sociology, 1977, pp. 18-19)

The pamphlet quoted above also suggests that majors interested in business careers may do well to take a concentration in industrial sociology and complex organization, and those interested in social services take courses in stratification, race and ethnic relations, family and urban sociology (p. 14).

B. Further, ASA suggests that all majors emphasize research methodology, to give them the edge over other liberal arts majors competing in the job market. Graduate education is also an asset.

V. What do other sources say?

A. According to various studies, saleable skills that may be developed through a liberal arts major include:

Communication, reasoning, and calculation (Bell, 1975)
Logical thinking, and correct expression (McBath & Burhans, 1975)
Analysis and understanding of ideas (Walsh, 1976)

B. According to Higher Education, Human Resources, and the National Economy (1974), the traits that business executives look for in liberal arts graduates include:

Problem solving
Synthesizing
Perspective
Incisive thinking
Effective communication

C. Electives recommended for liberal arts majors:

In business and industry (Heath, 1975; "Integrating Career Development, 1974; Weintraub & Audas, 1975):

Accounting
Business
Management
Marketing
Economics
Mathematics
Public speaking
Computer programming

For public planning (Fischer, 1977):

Statistics
Computer science
Research methods
Urban economy
Location theory
Fiscal analysis

VI. Where can you find these sources and others?

American Sociological Association, Careers in sociology, 1977. Write to ASA, 1722 N. Street, N.W., Washington, D.C.

Bell, T. H. Higher education management: An overview. Speech presented at the Annual Meeting of the Western Association of College and University Business Officers, San Francisco, 1975. In library on ERIC microfische, ED 109 972.

Discuss involvement of higher education with management, industry, finances, and student career needs.

Benson, G. & Chasin, J. Entry-level positions. Do business schools really given an advantage? Journal of College Placement, 1976, 37 (1), 73-7. Library, periodical LB 2343.5.A1J6.

Gives results of survey of 180 firms listed in the College Placement Annual including majors hired, skills, values, academic vs. non-academic skills.

Bolles, Richard. *What color is your parachute? A practical manual for job hunters and career changers*. New York: Crown Publishers, Inc., 1972. Unfortunately, not in library. Available in paperback in bookstores.

Excellent for college-educated job hunters of all ages.

Careers in statistics. American Statistical Association, Washington, D.C., 1975. In library on ERIC microfische ED 111 674.

Excellent for anyone attracted to statistics.

Farnsworth, M. W. *The young woman's guide to an academic career*. New York: Richards Rosen Press, Inc., 1974. Library, LC 1756.F37.

Realistic discussion of all phases of academic life for women, from graduate school through professional

Fischer, P. Breaking the liberal arts stigma. *Journal of College Placement*, 1977, *37* (Spring), 54-9. Library periodical LB 2343.5.A1J6.

Heath, R. H. Employer images of speech communication majors: A question of employability. Survey conducted by the Department of Speech at the University of Houston, 1975. In library on ERIC microfische ED 113770.

Higher education, human resources, and the national economy. Washington, D.C.: Association of American Colleges, 1974. Library, LC 66 A78.

Integrating career development on the campus: Report of a workshop. Southern Regional Education Board, Atlanta, Georgia, 1974. In library on ERIC microfische ED 105 349.

McBath, J. H. & Burhans, D. T., Jr. Communication education for careers. ERIC Clearinghouse on Reading & Communication Skills, Urbana Illinois, 1975. In library on ERIC microfische ED 111 045.

McMahon, J. P. & Steahr, T. E. Nonteaching employment opportunities for students with training in demography and other fields. Unpublished paper, Department of Agricultural Economics and Rural Sociology, University of Connecticut, 1977. Available in the Sociology Department through Dr. Wheeler.

Stimac, M. It took a SKILLS resume. *Journal of College Placement*, 1976, *37* (1), 69-71. Library, periodical LB 2343.5.A1J6.

Describes how to prepare a more meaningful and unique resume.

Schultz, C. C. The occupation of the undergraduate sociology major. Teaching Sociology, 1974, 2 (1), 91-100. Library periodical HM1.T43.

Sample size 118, covers 1965 through 1972 graduates.

Splaver, S. Nontraditional careers for women. New York: J. Messner, 1973. Library, HF 5381.2 S59.

Includes interviews with women in various fields and addresses of places to write.

Walsh, E. M. The career paths of liberal arts graduates: The unusual is often the usual. Journal of College Placement, 1976, 36 (2), 34-38.

Weintraub, D. J. & Audas, W. R. A foot in the door: Aiding the liberal arts graduate in pursuit of that elusive business career. Journal of College Placement, 1975, 36 (1), 48-53. Library, periodical LB 2343.5 A1J6.

Prepared by Nancy Taylor
February, 1978

APPENDIX H

Student Questionnaire

University of South Florida Sociology Department

1. Are you interested in receiving information from recent sociology graduates about their jobs and careers?
Very interested___ Interested___ Not very interested___

Would you be interested in exploring career opportunities through:

VI=Very interested I=Interested NVI=Not very interested

		VI	I	NVI
2.	Collecting career-related information by helping interview alumni?	___	___	___
3.	Talking with alumni if they came to campus?	___	___	___
4.	Attending talks by successful sociology graduates?	___	___	___
5.	Hearing taped interviews with sociology alumni in various fields?	___	___	___
6.	Helping to collect information concerning employment of sociology graduates by personally interviewing local employers?	___	___	___
7.	Discussing combinations of courses that give sociology majors the greatest career opportunities?	___	___	___
8.	Discussing marketable skills which may be gained in the course of a sociology major?	___	___	___
9.	A guided self-exploration for career and life planning?	___	___	___
10.	A two-credit hour career-related course?	___	___	___
11.	More information about CAUSE as a means of career exploration?	___	___	___
12.	More information about cooperative education as a means of career exploration?	___	___	___

	VI	I	NVI
13. Working on a portfolio (similar to an art major's) or a resume which can be presented at a job interview?	___	___	___
14. Attending an occasional lecture on a career topic?	___	___	___
15. Attending an informal discussion session?	___	___	___
16. An individual session with a member of the sociology faculty about your future career?	___	___	___

17. How do you feel about interviewing prospective employers?

____

18. Will you be willing to give job and career information to the department or Alumni Office after you graduate, and to keep them up-to-date on your current address?
Willing ___ Not willing, because ____________________

Which of the following have you visited for career assistance? Which will you visit?

	Have gone	Will go	Won't go
19. Counseling Center to talk with a career counselor	___	___	___
20. As a senior, placement services (in Cooperative Education and Placement)	___	___	___
21. A faculty member for career information	___	___	___

22. If you have checked "Won't go" above, please comment on why you have not and will not use these services:

____

23. Please indicate whether you are a freshman___, sophomore___, junior___, senior___, graduating this term___.

24. How did you hear about the meeting? Indicate all ways:
Oracle___ Sociology class___ Sociology club___
Friend___ Bulletin board ___ Notice in mail___
Other________________________.

25. Check the phrase that applies best to you, filling in where necessary about your career choice(s): I am completely undecided concerning my future career. ____ I have a hazy understanding as to what careers I might consider.___ I have tentatively decided on a career area (or areas)___ I have definitely decided on the career area of

____

26. Your comments: ____________________________________

____

Thank you for your cooperation in completing this questionnaire.

nt
2-78

APPENDIX I

Model Evaluation Questionnaires

I. For faculty, administrators and specialists:

Name:__________________ Position:______________________
Institution:____

1. From your particular viewpoint, what do you like best about Career Information Model?

2. What is there about those items (or item) mentioned in #1 that appeals to you?

3. What do you like least about the model?

4. Why?

5. What would you like to change in the model?

6. What would you like to add?

7. Please comment on the practicality of the model:

8. How do you feel others in your position (specialists, faculty, administrators) would react to the model?

9. What do you know of that might block complete implementation?

10. What sources of help or encouragement in starting such a program do you know of?

II. For students:
Student name:____________ Classification:________________

1. From your personal point of view, what do you like best about the Career Information Model?

2. Why do you like this (or these) item(s) best?

3. What do you like least about the model?

4. Why?

5. What would you like to change in the model?

6. How practical is this model for students? Explain.

7. How do you feel other students would react to the model?

8. Other comments:

APPENDIX J

Responses of Faculty to Open-ended Questions Concerning Work-Education Relationships

University of South Florida Sociology Department

1. Have you made use of skills gained through the social sciences in any non-teaching activity? If so, in what type of job and institution? What skills did you use?

Activities (Institutions/Organizations)

Impact study: Blacks on housing values (City, Human Relations Commission)
Feasibility study; multiple use of I 275 and remainder parcels (Engineering firm)
Population forecasts for new bridge (Engineering firm)
Preparation of census tracts (Federal government)
Study of un- and under-employment of blacks (Urban League and private business)
Community development workers trainer (Church)
Consultant; interpreting group process, organization, motivation for change (United Nations, State Department, foreign nations)
Personnel and administrative operations (Military)
Demographic study (City and County Planning Commissions)
Consultant; meeting needs of lower class; reducing alienation (Head Start)
Training home visitors (Head Start)
Best-use study (Community Civic Center)
Marketing research (Professional soccer team)
Design of survey (Counsel on Aging, Model Cities Program)
Organizing criticisms of handling zoning (County Commission)
Volunteer consultant (Navy Relief Society)
Profile construction (Church)
Evaluation study of program (Church)
Measurement of program effectiveness (Division of Youth Services)
Supervised interviews, and participant observation (University)
Radio announcer, commentator, and photo-journalist (Mass media)
Revision of data sources used by education administrators (Federal government)
Client research (Free clinic)
Conducted rumor clinics (Adult Education Council)

Skills Used

Demographic
Research methods, design
Planning
Groups dynamics
Use of demographic data
Interviewing
Leading discussions
Community organization and analysis
Understanding organizational processes
Knowledge in areas of stratification, social movements, marriage and family, medical sociology, sociology of education

2. What do you feel are the most valuable aspects of the undergraduate sociology degree in terms of broadening student's career opportunities?

Ability to think, analyze
Clarity of thought
Methods
Quantitative analysis
Theory
Demographic skills
Research design
Cultural sensitivity
Sociological perspective (listed 3 times)
Communication
Power structure
Problem solving
Interpretation
Statistical training
Computer knowledge
Interpretation of data
Data collection
Observational skills
Summarizing
Intergroup relations
Writing
SBSS technique
Interpersonal relations
Cross-cultural understanding
Converting theoretical into "fine are of the possible"
General understanding of social processes
Awareness of structure of society
Knowledge of complex organizations
Understanding of means by which people manipulate others
Framework from which urban planners work, to see the interconnectedness of contributions of geographer, political scientists, economist, etc.

3. What suggestions would you have for the exchange of information about the current employment opportunities for liberal arts majors with the non-teaching community?

"We need a way of articulating our non-teaching needs within the department. The non-teaching community is the consumer of our product; the effect goes all the way to the legislators--we must prove our usefulness."

"We need in the department a much more aggressive philosophy with regard to community involvement and participation."

"Find out how employers rank sociology with other liberal arts majors; would like community to approach us for help solving their problems."

"A survey of employers could be done. Someone in the department should be responsible for this area, including information from the Bureau of Labor Statistics, suggestions for career tracks, and ways to prepare students."

"Need exchange; we do not have enough contact, as with medical, state, educational institutions."

"Faculty need release time to pursue career information, see first hand how our students could be used. There is a problem because of lack of enthusiasm and lack of information."

"Need departmental focus on career needs without abandoning liberal arts function. For instance, we could use an M.A. (in sociology) to interview seniors and help match them with opportunities. This M.A. would get out into the community, and would find out what would make the major more attractive. This person would serve as an intermediary between the student and the impersonal university."

"If money is available we ought to recruit a skilled person to make contacts in the community--someone with good presence who could represent us well. We could set up an applied track in sociology including an internship, coordinated by this person, which would include sociological analysis which would have academic merit."

"We could do this through contact with alumni."

"Such contacts are too diverse for meaningful exchange."

"Don't see that we could benefit because the general run of employers are not interested. I'm not optimistic, but otherwise I think it's a good idea."

4. There are some professional activities which we may engage in, collectively or individually, which would increase our knowledge of the relationship between sociology and the current labor market. What might you be interested in? Volunteered suggestions were:

"Invite outstanding alumni back."

"Ask alumni about job openings which might be available for our graduates."

". . . we must make an effort to get to employers."

"Proselitization: educational activities with employers to let them know what our majors have to offer."

"Would like Counseling Center to come to the department first."

"Our department made productive contact with Business Administration, but no one had time to organize further interaction."

"Develop multidisciplinary concentrations with career focus and potential."

"We should see that our majors get more technical training, such as evaluation research techniques."

5. General comments on faculty involvement with a career information system in the department:

"Don't believe the institution is geared to this, although I feel it is important. Until the Dean gives indication of the meritoreous nature of these activities, I can't be involved."

"Limited or short-term involvement could be arranged without grant support."

". . . only if some release time was made available."

"These things should be part of the assigned load."

"It is unrealistic for career information not to be discipline-oriented; central facilities do not meet needs."

"This is not really attractive to me, but I will do a reasonable amount of work if other people show commitment."

"While much of this usually falls under the normal 'service' function of our profession of professing, it has not been professionally rewarded at this university. Time invested with no reward is, to say the least, frustrating, and draws away from that time available for that which is rewarding--recognition through publication."

APPENDIX K

Increasing Undergraduate Career Information in Sociology:

Guidelines for Faculty and Administrators

Introduction

During the 1977-78 academic year, a project was developed to analyze the possibilities for increasing undergraduate career information in the Sociology Department of the University of South Florida (USF). After study of the situation a plan was devised, and an initial model drawn, field tested, and submitted for panel review. The panel which reviewed the proposed model consisted of twelve members, including faculty, students, career development specialists, and administrators. Review by these specialists and prospective users served to validate the overall proposal, and provided additional information useful to the refinement of the design. The resulting ideas and activities are presented here as guidelines for sociology or other departments that are interested in work-education relationships in higher education.

Definition of Terms

Defining terms as used may assist in clarifying the nature of the project. Career was used in the broad sense of "the totality of work one does in his or her lifetime. Thus, the 'careers' of most persons begin prior to entering kindergarten and continue well into the retirement years. One can change occupation, jobs, or position, but one's 'career' doesn't change. Rather it evolves and develops" (Hoyt, 1976, p. 4). Information was defined as the knowledge which can be used in decision-making, either to reinforce previous decisions, or to make different decisions than would have been made without it (Yavitz & Morse, 1973, p. 38). This more narrow definition of information, similar to Webster's "something which justifies change in a construct," was central to the conceptualization of the project. The broader concept of "knowledge obtained from investigation, study, or instruction" was termed "data."

"Soft" Data

Information which affects undergraduate careers to the greatest extent tends to be qualitative, "soft" data, which is locally specific, requiring attention to personal contact with knowledgeable individuals. For this reason, the career information plan focuses on personal contact while also providing access to hard data.

Conceptual Model

The academic department is conceptualized as the hub of information flow for students and faculty in higher education in the design of the model. The three components of the information model are areas of give and take within the department: the alumni component, the community component, and the intra-institutional component.

Figure 1 presents a paradigm of the model. In the figure unbroken lines indicate interaction which may be initiated by the department. Other information linkages which occur but do not involve the academic department are indicated by broken lines.

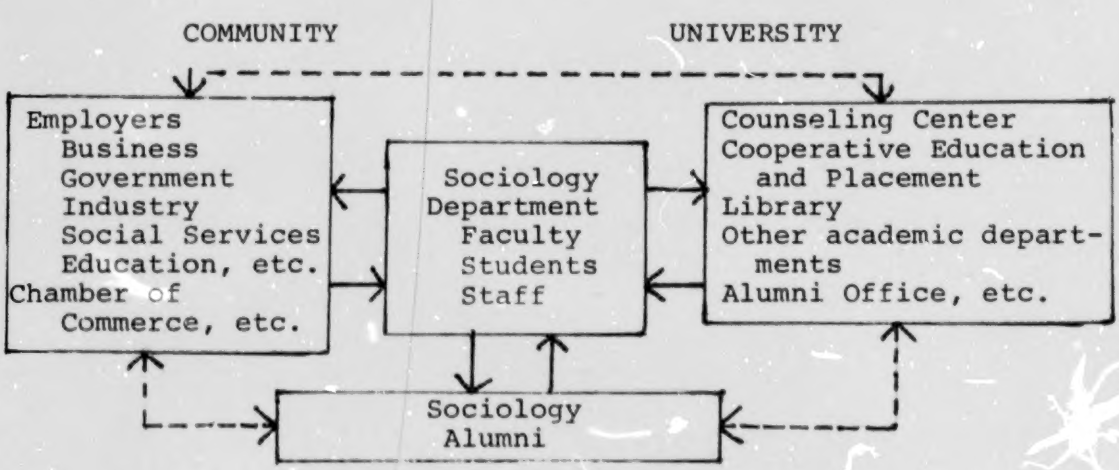

COMMUNITY
UNIVERSITY
Employers
Business
Government
Industry
Social Services
Education, etc.
Chamber of
Commerce, etc.
Sociology
Department
Faculty
Students
Staff
Counseling Center
Cooperative Education
and Placement
Library
Other academic departments
Alumni Office, etc.
Sociology
Alumni

Figure 1. Career information model applicable to the Sociology Department at the University of South Florida.

Plan for Guidelines

Guidelines are presented for increasing career information in a three part form. Part I describes procedures and information which appear practical for the USF Sociology Department in the coming academic year, using existing resources. Part II reviews the means of expanding resources to allow greater commitment to career information activities, and the directions increased commitment might take. Part III concludes the design for action with consideration of demand, organization within the college and the implications for the institution as a whole.

Part I

Working with Existing Resources

Faculty and students are sufficiently interested in career information in the USF Sociology Department to effect its immediate increase. Career development specialists, alumni and community members are found to be receptive to lending their assistance. The combination of these factors suggests that the department can proceed either through individual initiative or departmental action in the following activities:

1. Begin to collect career information in the department, to serve faculty, student and community needs for both quantitative and qualitative information concerning sociology-work relations, including the following:

marketable skills developed through sociology
where to find advising and counseling on campus
selected publications
alumni contacts
community contacts
collected career information

2. Pursue grant money to demonstrate the effect of increasing career information in the Sociology Department as a means of effecting beneficial work-education relationships; seek backing of the Chamber of Commerce.

3. Provide opportunity for students to develop and practice interviewing skills, particularly with prospective employers.

4. Provide a forum for career topics, including career planning and information; schedule these programs so that evening as well as day students may attend.

5. Increase the future return of information from alumni by gathering address information directly through the department, and informing students of the intent of the future contacts.

6. Offer the course "Careers in Sociology" (2 credits).

7. Conduct interdepartmental discussions between faculties for the purpose of mutual advantage relating to curriculum offerings, and to major-minor relationships between sociology and vocationally oriented fields.

8. Exchange information with career and placement counselors, either on an individual basis, or more efficiently, as a department.

9. Visit local employers who hire USF liberal arts students, for the dual purpose of discovering employer needs and expectations, and presenting the characteristics and skills developed in the major.

10. Present to Cooperative Education and Placement (CEP) suggestions for cooperative education positions for sociology students.

11. Increase information to faculty, students, alumni and community which will help correct the false perception that sociology is unrelated to the world of work.

Project findings which led to these recommendations are discussed in the following sections in greater detail. The discussion is organized around the three components of the model which directed the study: intra-institutional, alumni and community.

Intra-Institutional Component: (A) Faculty

Faculty are basic to any function of an academic department. In career information activities undertaken by the department, faculty members serve as governing force as well as participants. Involving faculty in career information requires, first, their motivation; second, use of their experience as a resource; and third, faculty advising which includes effective career advising.

Motivation. Although administrators and faculty themselves sometimes express the opinion that faculty may not be willing to participate in career information tasks, interviews with USF sociology faculty indicated interest on the part of the majority. Stronger commitment was reduced by faculty perceptions that such activities go unrewarded by the hierarchy of the institution.

At least four faculty members indicated unqualified interest in activities falling within each of the information system components; at least three expressed unqualified interest in each specific activity. The activities were ranked in interest by faculty as follow:

1. surveying alumni
2. non-survey contacts with alumni
3.5 contacts with professional and vocational departments

3.5 interviewing employers off-campus
4. contact with CEP
5. contact with the Counseling Center
6. on-campus contact with employers

Comments from faculty members reveal faculty insight into both community development and institutional needs. The following are representative:

> We need in the department a much more aggressive philosophy with regard to community involvement and participation.
>
> . . . The non-teaching community is the consumer of our product; the effect goes all the way to the legislators--we must prove our usefulness.
>
> A survey of employers could be done. . . .
>
> We need to find out how employers rank sociology with other liberal arts majors. . . .
>
> Faculty need release time to pursue career information. . . .
>
> Until the Dean gives indication of the meritoreous nature of these activities, I can't be involved.
>
> While much of this usually falls under the normal "service" function of our profession . . . it has not been professionally rewarded at this university. . . .

Faculty experience. Personal and professional experiences of faculty members indicate something of education-work relationships in their discipline. USF sociology faculty cited skills gained through their educational background used most frequently in non-teaching activities as, first, demographic skills; second, research methods and design; and third, community organization and analysis. Also cited were skills in interviewing, planning, group dynamics, and discussion-leading. These same faculty felt that for sociology students, skills developed as an undergraduate which did most to broaden career opportunities were, first, using the "sociological perspective;" and second, research methods, including design, quantitative analysis, statistics, computer techniques, and demographic skills. Also mentioned as important were understanding social process and structure; development of cross-cultural sensitivity; and the ability to think, communicate, solve problems, convert the theoretical into the possible, and to observe, interpret, and summarize.

Faculty advising. In a 1977 study of advising in the USF College of Social and Behavioral Sciences, and in the career information project, students indicated that faculty were more likely to be asked for career information by them than career development specialists on campus. Project findings related directly to the improvement of the career-advising function of the faculty led to the following conclusions:

1. Current students are interested in learning which skills learned through the discipline are most marketable.

2. Students need to be made more aware of the long-range value of a liberal education. First jobs may or may not be related to skills developed in the major, but the liberal arts education, including sociology, becomes more important as the individual's sphere of responsibility increases.

3. Students often want specific information, such as how to apply for their first job, which can be answered best by career or placement counselors. Advisors who acquaint themselves with the location of such information do their students a favor, and bind the departments of the university closer together.

4. Self-regard is enhanced as students become aware of the relationships between their chosen major and occupations. Knowing something of how they as individuals are going to fit into the larger society helps students know who they are, as well as increase commitment to the discipline.

Intra-Institutional Component: (B) Specialists

At USF academic and other departments are isolated from one another both physically and functionally, a situation that seems to be true in many large educational institutions. An example of this segmentation is lack of both formal and informal communication between faculty and student services professionals. Bringing together campus professionals with diverse experience and skills is an inexpensive way to increase career information for the department. Yet at USF there was little evidence of this type of collaborative activity.

Academic departments do not get together for their mutual cooperation as frequently as some members of the Sociology Department would like. Also, career information offered through library resources does not appear to be used in proportion to the need. However, the possibilities for increasing two-way communication between university professionals are apparent from the findings of the project.

Career and placement counselors. Faculty do not feel adequate in answering students' career questions, and often are not sufficiently familiar with the Counseling Center or CEP to refer students to the proper specialist.

An example of the need for closer relationship between faculty and specialist lies in the cooperative education function of CEP. In the words of the Director, "Suggestions from faculty members for possible cooperative education employers or potential employers of graduating students would be extremely helpful. Many times faculty know of resources--due to their personal contacts--that we do not know about. This Division will be happy to follow through on any suggestions or recommendations by faculty members."

Project findings concerning career specialists focus on three areas: (1) the need for in-service training for faculty to improve career advising, (2) the need for in-service training for career specialists to keep abreast of changing academic fields, and (3) the maintenance and dissemination of career information at locations other than the library. In-service programs are not seen as probable without additional funding, and therefore will be discussed in Part II. The career information library at the Counseling Center has recently been updated, and should be used more frequently by faculty and students.

Career resources in print. Faculty members of the USF Sociology Department were not able to identify much career information material, but did suggest three good sources for undergraduates:

American Sociological Association. Careers in sociology (1977). (Obtained by writing to the ASA, 1722 N Street, N.W., Washington, D.C.)

Bates, A. P. The sociological enterprise. Boston: Houghton Mifflin, 1967.

Is sociology relevant to the real world? Yes, but . . . Footnotes, 1978, 6 (1), 1ff.

Other excellent references come from the College Placement Council, Inc., (P. O. Box 2263, Bethlehem, Pennsylvania 18001), including the College Placement Annual, which the Department can obtain free from CEP. The Council also offers a periodical related to both student services and academic departments, the *Journal of College Placement*, available at the USF library. A list of other material which may be ordered from the Council may be requested. A basic document from the Council (available free on request) is "Four-year Liberal Arts Graduates: Their Utilization in Business, Industry, and Government--The Problem and Some Solutions" (1975).

Other sources of information which were found helpful to an academic department included the following:

American College Testing Program
Career Planning Program
Box 158
Iowa City, Iowa 52240

American Council on Education
Cooperative Institution Research Program
One Dupont Circle
Washington, D.C. 20036

B'Nai B'rith Career and Counseling Services
1640 Rhode Island Avenue, N.W.
Washington, D.C. 20036

Bureau of Labor Statistics
U.S. Department of Labor
441 G Street, N.W.
Washington, D.C. 20212

Educational Testing Service
Study of Economic Growth
Princeton, N.J. 08540

Office of Career Education
U.S. Office of Education
Department of Health, Education, and Welfare
Washington, D.C. 20202

An information resource not frequently used by sociology students or faculty at USF was the Education Resource Information Center (ERIC), a national depository of the National Institute of Education. The ERIC index is located in the reference room of the library. Some ERIC listings are books or journal articles, found elsewhere in the library; other sources of information are put on microfiche by ERIC, located with periodicals at USF. A librarian is needed to use ERIC the first time. The following are examples of useful materials found on ERIC microfiche (identifying ERIC numbers in parentheses):

Careers in Statistics. American Statistical Association, Washington, D.C., 1975. (ED 111 674)

Heath, R. H. Employer Images of Speech Communication Majors: A Question of Employability. Survey conducted by the Department of Speech at the University of Houston, 1975. (ED 113 770)

Integrating Career Development on the Campus: Report of a Workshop. Southern Regional Education Board, Atlanta, Georgia, 1974. (ED 105 349)

Intra-Institutional Component: (C) Students

At USF, sociology students responded well to a meeting on the topic "What can I do with a sociology major?" An ad in the school newspaper was effective in reaching interested students. During the meeting students were given career information, and were encouraged to become further involved with developing career information. A paper-and-pencil survey of the students was also conducted.

The majority of the students who attended the career meeting were seniors, only half of whom were able to name a career area they planned to enter. Student interest was greatest in discussing marketable skills and course combinations that could increase career options, and in personally talking with a faculty member about their careers. Strong interest was expressed in occasional lectures on career topics, a guided self-exploration for career and life planning, and talks by successful sociology graduates. Students were willing to interview alumni and employers to gain information, but their comments indicated lack of experience in interviewing. Students exposed to information from alumni in the meeting expressed an awareness of responsibility for returning like information to the department after their graduation.

Comments by students attending the career information meeting suggested several directions for change. First, there was indication that increased attention to giving career information to students may result in increased return on alumni surveys. Second, continued interest in the never-offered course "Careers in Sociology," was expressed, suggesting the wisdom of offering the course. Third, career assistance for evening students needs to be offered. The general desperation of many comments from students and the appreciation for the material that was presented at the meeting support the need for increased career information from the students' point of view.

The Sociology Club, a student organization sponsored by the department, was well represented at the career meeting, and members expressed interest in further career-oriented meetings offered by the Club.

Alumni Component

Faculty and students alike at USF expressed strong interest in gaining information from alumni. The means of gaining the information without undue cost to the department is at issue.

At an urban university such as USF, a telephone survey of local alumni offers the potential for an inexpensive information channel. A random sample of local sociology alumni who had graduated in the past six years attempted by phone achieved only a 31 percent response rate. However, this compares favorably with the response rate of 20 percent achieved by Fleming (1977) using mailed questionnaires to contact USF sociology alumni. The telephone survey indicated that failure to increase the response rate was a function of lack of address information. Alumni expressed a slight preference for contact by mail rather than by telephone. Alumni were cooperative in giving information, and generally favorable to direct contact with current students for assistance in career development.

At the present time, the source of alumni address information for the department is the Alumni Office. The data are taken from the application for graduation completed by each candidate, updated through a card sent in the mail, and stored electronically. This information is available to the department on request. Few telephone numbers are included in the information for past graduates, but an improved system of requesting phone numbers promises increased information in the future.

At USF, complete records for graduates are available in the college's advising office for five years following graduation. After that, transfer information is destroyed and only the permanent record is maintained.

The ten local alumni interviewed by phone as a whole expressed limited knowledge of education-work relationships, and a tendency to perpetuate the myth that sociology "is a nice experience, but don't plan on employment." Of these alumni half were employed in fields closely related to their major, two as counselors, two as case workers, and one as a corrections officer. Three of the alumni were employed in business, one was in graduate school and one was a nurse. Six of the nine employed graduates voluntarily expressed the importance of work experience in their career opportunities.

Community Component

Project findings indicated that USF sociology faculty are interested in increasing direct relations with the community, and prefer going into the community for these contacts, rather than inviting community members into the department. Some faculty members are not aware of the growing interest of employers in the quality control which faculty exert over their college-educated employees. Many sociology faculty members are concerned about learning what is wanted from their students by prospective employers, and in communicating to employers what the discipline has to offer them.

Prospective employers and community agencies such as the Chamber of Commerce are relatively untapped sources for departmental career information. Exchanges with city, county, state and federal employers, and with retail businesses and the Chamber of Commerce made during the project produced relevant information. The general tone of the focused interviews conducted with these community offices was interested and helpful. The employers contacted indicated the following characteristics as those most valued in their college-educated employees (most frequently mentioned listed first):

Ability to communicate in speech and writing
Work experience
Good appearance: neat, clean, appropriately dressed, professional looking
Knowledge of the community, what is going on
Basic intelligence: reasoning, logical thinking, good judgment.

Part II

Expanding Resources

The initial steps toward a career information system which appear possible within existing conditions in the USF Sociology Department have been reviewed in Part I. To expand these activities into an on-going and well-rounded program for department-community interface appears to require increased commitment by both individuals and the institution. In this section, the means of increasing commitment and the direction which the commitment might take are discussed in view of project findings.

Increasing Commitment

Faculty. Faculty commitment to career information activities seems to be influenced by motivations which rival the lack of institutional support. The following needs expressed by sociology faculty give insight into their motivations:

1. The need for university-community involvement is expressed by faculty in terms of: (a) interpreting sociology to the community, (b) determining community needs which may be served through the discipline, (c) determining employer attitudes, and (d) establishing exchanges with government and medicine, and with other educational institutions.

2. The need to increase information from departmental alumni is felt for purposes of: (a) accumulating qualitative data helpful to current students, (b) obtaining knowledge of specific job openings, (c) assessing the outcomes of various combinations of majors, minors and electives.

3. The need to increase communication with academic departments within the university is perceived to facilitate departmental planning of tracks and a sociology minor, and to foster cooperative curriculum planning.

Shared perceptions of opportunity to satisfy these needs through increased career information activities by sociology faculty increases the potential for faculty activity. Another means of increasing commitment is through opportunity for research.

Research potential. In the implementation of the career information system lies the potential for research into the interactive processes involved in departmental changes, and empirical examination of the impact of such changes. Studies within the discipline of sociology are feasible in such areas as organization change, attitude research and educational sociology. Applied behavioral research could give insight into institutional policy formation and the involvement of educational and occupational choices, among other topics.

At the present time USF departments interested in learning about outcomes of their educational endeavors must gather data on their own initiative. However, the Office of Institutional Research is currently exploring the possibility of gathering data from alumni and students; such studies should include questions related to work-education relationships.

Beyond local needs, work-education information is being sought by the state and federal government, particularly as the research involves minorities, women and other disadvantaged groups. Although money is tight at all levels, the problem of maximizing human resources is sufficiently pressing to warrant funded research, particularly through the U.S. Department of Labor and the U.S. Office of Education.

Institutional commitment. Studies disclosing beneficial change within a tax-supported institution have potential for influencing those in power both inside and outside the organization. Public opinion is a great source of power for educators. Public perception that educational output is being meshed more perfectly with community needs would have a positive effect on institutional administration, the public, and legislators.

Failure to mesh educational output at the university with occupational needs in the community may be perceived by the public as a waste of tax-payers' money. Opening channels of communication between faculty and community by encouraging faculty to increase meaningful relations with the community and students is a practical approach to the problem. Indications of increased student retention, academic achievement and satisfaction, which appear to be related to this type of professional commitment, cannot fail to please decision-makers at the university and in the legislature.

Developing the Career Information System

With increased budgeting of time and/or money for career information activities, project findings indicate the following activities both feasible and necessary to the development of the career information system:

1. Longitudinal study of education-work relationships of department alumni to provide accurate information about educational output, and to indicate the effect of changes in curriculum, work opportunities and advising procedures. This information could be used for planned change and control.

2. The development of a system for maintaining qualitative information on a continuous basis within the department, including its collection, recording, and dissemination.

3. The development of an in-service training program for department faculty to increase awareness of problems, solutions, and the services of other specialists on campus relevant to work-education relationships and student career development.

4. The development of programs within the department offering opportunity for both students and faculty to work outside the educational setting; students in an internship program, faculty in government, business or industry for short term work projects.

5. The expansion of community development activities in the department.

6. Cooperative activities at the college and university levels through which the efforts of individual departments to increase career information and develop town-gown relationships might be coordinated and enhanced.

7. The development of new roles within the department for the maintenance of career information and related activities. These roles as they are suggested by the project findings are discussed briefly below.

Proposed Faculty Roles

The organization of department-community relations suggests several roles for faculty, which are organized around the components of the model information system. These proposed roles include that of information coordinator, which serves to disseminate information from all components, and three others which stem from the areas of exchange suggested by the model: alumni coordinator, coordinator of community development, and inter-departmental liaison.

Information coordinator. The functions of the information coordinator would include, first, the organization and dissemination of career information resources gathered by the department; and second, periodic contact with information sources (departmental committees, Counseling Center, CEP, library, etc.) regarding new resources. The development of techniques for handling soft data developed within the department would be necessary to the functioning of this role.

Alumni coordinator. The alumni coordinator would serve the following functions: (1) oversee the collection of information from graduating seniors in the department; (2) coordinate current studies of alumni, and other activities in which alumni are involved singly or in groups; (3) maintain contact with the Alumni Office and the Office of Institutional Research regarding alumni contacts and studies; and (4) serve as the channel through which students could contact appropriate alumni.

Coordinator of community development. The coordinator of community development would serve two functions: the first to explore the means of faculty-community exchange; the second, to coordinate community development activities within the department. These functions would place this coordinator in a knowledgeable position for suggesting activities to the department involving community development.

Inter-departmental liaison. The functions of this role are two-fold: first, to stimulate informal and formal discussion with other academic departments regarding mutual cooperative relationships; and second, to establish contact with the Counseling Center and CEP for the purpose of planning inter-departmental collaboration.

Part III

Conclusions

The project has produced a design for increasing career information in the USF Sociology Department. Discussion of the related issues of demand, the function of the information system within the college, and implications for the institution as whole conclude the guidelines offered here.

The Demand Factor

Demand for closer work-education relationships appear to exist in the USF Sociology Department. Old fears of "vocationalism" are not apparent among faculty members, and new directions seek recognition. However, faculty as well as students are not yet entirely comfortable with non-academic relationships, and seek direction. Common experience has not yet allowed a shared vocabulary or acceptance of new roles for liberal arts academics. The Sociology Department does not appear different from other liberal arts departments in the south in this regard, or regarding its career information needs, according to project findings.

Sociology as a discipline can be seen to be broadening its outreach, as practitioners begin to consider its role in preparation for modern life. Increased numbers of professional articles published during the past year concerning sociology-work relationships gives evidence of this trend.

In the recent past occupational considerations in sociology have been almost entirely concerned with training professional sociologists. In an effort to offset the tendency, this project focused on information helpful to students who do not necessarily plan to go beyond the baccalaureate in sociology. This emphasis is not to deny that students who desire advanced degrees in sociology also need more current career information in order to keep up with professional changes. Hopefully, as faculty and students explore the accomplishments of departmental alumni and the needs of the community, requirements for new and exciting careers as sociologists will be included in the findings.

New occupations and careers are rapidly increasing, even as demand for liberal arts graduates in traditional fields diminishes. Never in the history of mankind has the need for knowledge of human behavior been greater. Yet in the midst of expectancy sociology students are bewildered by the complexity of it all and find the transition between college and career difficult. Faculty are frustrated in trying to keep up with changes while facing shrinking departments, problems in advising and planning, and increased competition in their workplace. They want to know the current and projected status of their field, the employment status of their graduates, and generally, the relationship of their discipline to the larger society.

Social science graduates find themselves near the bottom, or at the bottom, of employers' lists of desired majors even though the content of the social sciences is increasingly pertinent to the work world. Sociologists need not be told that we are moving toward greater focus in careers on process more than content, handling information more than things, and on life-long education and multiple occupations.

We must ask what can be done with the abundance of college educated that could never be done while the supply was limited. An informed answer requires: (a) an awareness of the skills developed by the discipline, (b) knowledge of the needs of the greater community, and (c) the means of relating these areas of information through education/community exchanges, and most particularly through the job market.

Organization Within the College

Organization of career information on the college level, as opposed to the departmental or university levels at USF, would be beneficial. The conceptualization of the details of such organization is beyond the limits of this project, and would necessarily be undertaken by faculty and administrators who have otherwise become involved in education-work relationships.

The present Coordinator of Advising for the College of Social and Behavioral Sciences, which houses sociology at USF, has been cooperative in this project. The Office of the Coordinator of Advising serves many needs--student, faculty and administrative--and could not easily add career information functions to its present tasks without additional funding. However, informal exchanges of ideas and information could take place among interested persons or departments within the college with that office functioning as a go-between, communicating activities in various departments so that individuals could proceed on their own. Collaboration in career information activities by related disciplines, such as are found within the college, would serve to eliminate duplication, and to increase expertise among faculty and students in a relatively untried area of academic endeavor.

Implications for the University

Beyond the college, there appears a need for increased tightening of relationships which involve career development. Sociology would benefit through increased interaction with career development specialists; through knowledge of community relations programs developed by vocationally oriented segments of the university; and through exchanges with other liberal arts faculties. A university-wide program is needed to facilitate this type of activity, providing coordination and information exchange between divisions.

The way appears open for increased dialogue across the campus on the part of liberal arts faculties concerning the life of the university as it influences the community. Positive steps in the direction of cooperative rather competitive activities among academics, and open, candid exchanges between liberal arts departments and the community can benefit the entire institution. There cannot be too many liberal arts graduates in post-industrial society, but there may _seem_ to be when college students enter the work world without previous knowledge of what is happening there.

The community looks to higher education to be accountable, to better prepare costly human resources, and to assist in the development of the occupational structure to take advantage of new knowledge. The institution struggles with social change through the efforts of individuals within its organization. The fulfillment of these needs is the realization of educational goals, and the future of the liberal arts.

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